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Articles

It Just Went Viral: Now What / <i>Dr. Christopher Shaffer, Alyssa Martin, Jeff Simpson</i>	2
Collaborations Between Academic Libraries and Other Campus Departments: An Annotated Bibliography 2007-2017 <i>Michael E. Mounce and Kristina E. Claunch</i>	6
Faculty Expectations of a University Library and Writing Center in Preventing Plagiarism / <i>Stephanie Evers Ard and Franklin Ard</i>	14

News Items

SELA/General News.....	32
Library News.....	32
Personnel News.....	33

Book Reviews

<i>The Criminalization of Black Children: Race, Gender, and Delinquency in Chicago's Juvenile Justice System, 1899-1945</i> Review by Carol Walker Jordan.....	38
<i>Black Boys Burning: The 1959 Fire at the Arkansas Negro Boys Industrial School</i> / Review by Carol Walker Jordan.....	38
<i>A Political Companion to W.E.B. Du Bois</i> / Review by Tim Dodge.....	39
<i>Black Litigants in the Antebellum American South</i> / Review by Carol Walker Jordan.....	40
<i>Black Intellectual Thought in Modern America: A Historical Perspective</i> / Review by Carol Walker Jordan.....	40
<i>Carolina Catch: Cooking North Carolina Fish and Shellfish from Mountains to Coast</i> / Review by Melinda F. Matthews.....	41
<i>In the House of the Serpent Handler: A story of Faith and Fleeting Fame in the Age of Social Media</i> / Review by Carol Walker Jordan....	42
<i>Anna Madgeigine Jai Kingsley: African Princess, Florida Slave, Plantation Slave-owner</i> / Review by Carol Walker Jordan.....	43
<i>The Mentelles: Mary Todd Lincoln, Henry Clay, and the Immigrant Family Who Educated Antebellum Kentucky</i> Review by Carol Walker Jordan.....	43
<i>Ephemeral by Nature: Exploring the Exceptional with a Tennessee Naturalist</i> / Review by Melanie J. Dunn.....	44
<i>Print News and Raise Hell: The Daily Tar Heel and the Evolution of a Modern University</i> / Review by Peter R. Dean.....	45

Regular Features

Guidelines for Submission and Author Instructions.....	46
Editorial Staff & State Representatives.....	47

It Just Went Viral: Now What?

Dr. Christopher Shaffer, Alyssa Martin, Jeff Simpson

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Introduction

In March of 2016, one post made by Troy University Libraries “caught fire” and went viral. What does it mean to “Go Viral?” If it happens at your library, what can you do to take advantage of the unexpected publicity?

In this article, librarians from Troy University will discuss the importance of social media for libraries, including how Troy University Libraries developed a social media presence over a period of eight years. The authors will describe Troy University Libraries’ experience with a social media post that went viral, including challenges that came with the unexpected publicity, and offer recommendations for other libraries using social media.

What does it mean to “Go Viral?”

Nahon and Hemsley (2013, p. 16) define virality as

“...a social information flow process where many people simultaneously forward a specific information item, over a short period of time, within their social networks, and where the message spreads beyond their own [social] networks to different, often distant networks, resulting in a sharp acceleration in the number of people who are exposed to the message.”

Libraries can position themselves to take advantage of a viral post. According to Scott (2017), in his book *The New Rules of Marketing and PR*, the challenge for marketing is to “harness the amazing power of viral” (p.113). Scott advises that an organization must monitor its social media posts. If social media administrators know what people are talking about online, then they can quickly respond to posts that go viral.

Importance of Social Media for Libraries

Today, it is the norm for libraries to have a social media presence. Libraries announce events that are happening at their location, promote new acquisitions, and engage in a host of other activities. Typically, a library’s post does not receive the attention that a major media outlet’s post might receive. However, anything placed on social media can be seen by anyone. All it takes is for one person to be interested in the topic at hand, share a post to the right site, and suddenly a seemingly insignificant post to their specific audience goes viral on a national and/or international level.

There has been an extensive amount of information created discussing the use and benefits of social media. This is no surprise, considering the impact social media has on the daily lives of users worldwide. Social media is how large numbers of people access news, entertainment, and information about their friends’ lives. Libraries can harness the power of social media by using various platforms such as Twitter and Facebook, to promote their services, events, and other information they want to make the public aware of. This, in turn, will hopefully lead to greater usage of libraries that go to the effort to utilize these resources.

In 2011, the BRASS Program Planning Committee wrote an article entitled “The Business of Social Media: How to Plunder the Treasure Trove.” This article provides an excellent introduction and historical synopsis to popular social media sites, and advises (correctly) that librarians should remain watchful for opportunities to share information by using social media tools. Doing so will allow librarians to be better connected with their users, and also allow them better publicize what is happening at their libraries. Not only does social media provide an avenue of free marketing, as people interact more with libraries via this medium, librarians and patrons can develop a deeper connection.

Malin (2012) discusses the importance of social media in the article “What if? Exploring How Libraries Can Embody Trends of the Twenty-First Century,” and reminds readers that the modern library serves as a social institution. Malin (2012, p. 7) states

“To prove relevant to our hyperconnected participatory world, a library must strive to embody current trends, not just house materials around them. While the fundamental mission of a library will stay the same, its approach and methods must evolve to incorporate trends related to participation and connection.”

Buono and Kordeliski (2013) explain that libraries should use social media for transparency, engagement and exposure. They make the point that social media can engage people in conversations about what the library is doing, and in the process help build the needed support and interest in ongoing programming. By developing a dialogue with library users, it is possible to better determine what type of programming has been a genuine success, and what sorts of programming should be provided in the future.

The use of social media and the issues involved with it are not unique to libraries only in the United States. In the 2013, "Social Media and Readers' Advisory: New Zealand Experiences," Anwyl, and Chawner describe three objectives in using social media tools. Those objectives focus on having a means to contact library patrons. First, they argue that the use of social media allows librarians to focus on patrons who are not daily library users; second, that it serves as a way to promote books and other materials; and third, social media tools engage patrons. In addition, Anwyl and Chawner (2013) recommend a number of good practices and ideas, such as providing links in social media content and using friendly, promotional language and techniques. They suggest that libraries develop guidelines for the use of the social media tools.

Libraries have responded to the social media phenomenon through different methods. In one example, researchers Young and Rossmann (2015) studied Montana State University's creation of a "social media group (SMG)," and the effects of its actions on the followers for the library's Twitter account. Through the SMG's use of "personality-rich content" that invited two-way communications, they were able to show the value of having a social media program with a purpose to build student participation in support of their Twitter operations.

Booker and Bandyopadhyay (2017) stress that libraries need to establish a comprehensive plan to take advantage of the strengths of the different social networking sites. They analyzed data from one Midwestern university and noted that Facebook was the most popular social networking site, followed by YouTube and Twitter. Booker and Bandyopadhyay (2017) found 86.0% of their study sample size had membership in Facebook, 41.5% in YouTube, and 40.9% in Twitter. Membership in other social networking sites, blogs, and Wikis accounted for another 14% combined, versus a lower 9.1% who responded as having no membership in social networking sites. They recommend more academic libraries incorporate a social networking strategy into their broader marketing strategy.

Developing a Social Media Presence at Troy University Libraries

In early 2008, Troy University's Dothan campus library developed a Facebook page to promote various events the library was hosting. The hope was that the page would be popular and the library would open a line of communication with not only the student body and faculty on the campus, but also the surrounding community. The first 100 "likes" on the Facebook page were the easiest. However, those likes were from people that knew the person who set up the page, worked or attended the university, or had a stake for some other reason. After those first "likes," there was some disappointment among librarians at Troy University that the page was not wildly successful in terms of sheer numbers of visitors. Ultimately, a smaller number of active followers are more important than having a raw number of followers (Shaffer, 2017). Over time, librarians realized their definition of success should not be focused on raw numbers, but instead

on how invested the Facebook users are in keeping up with what is happening at Troy University Libraries.

When event pages were created on Facebook to publicize happenings at the Troy University Dothan campus library, about 50% of those listed as attending (or indicating they might attend) usually came. After about a year, it was possible for librarians hosting a film or lecture to make a reasonable guess of how many people would attend their events based on responses left on a Facebook events page. This knowledge is remarkably valuable, because although any event that a library is hosting should be actively publicized from start to finish, it is useful to know if for some reason people are not interested in what is being offered. With this information, the host can change the marketing message or strategy to one that might better capture the public's attention. It also allows the host to know ahead of an event if the type of event promoted does not interest the audience served. Conversely, such pages can alert librarians if an event is going to have better attendance than expected, which is important for planning purposes.

The development of the Troy University Dothan Campus Facebook page was successful and worth the time that librarians spent creating and maintaining it. However, the hope that something the library did would capture the imagination of the public and "go viral" did not happen, even though the library received numerous grants and hosted a variety of unique educational opportunities. Over time, the name of the Facebook page changed to Troy University Libraries, so that other campus locations could take advantage of the page. More people added it to their list of "likes," but the page still has a little under 1,200 followers.

Going Viral

The virality dilemma, or lack thereof, was solved on February 24th, 2016. Over the 2016 Christmas break, Dr. Christopher Shaffer, Dean of Libraries at Troy University, learned that several libraries around the nation were adding stationary exercise bikes with small tabletops that could accommodate laptop computers. The idea was to give students an option for studying - other than one that was sedentary. According to Shaffer (May 2016), the reason libraries were adding exercise bikes was grounded in the belief that health issues such as excessive weight gain, were being caused by a societal change relating to technology. Much of Americans' work and social lives now revolve around computers and televisions. Once upon a time, watching television was viewed as the primary passive activity that students engaged in for daily entertainment. However, with the advent of new technology, students often attend classes and conduct group projects online. They sit in front of a computer to write papers and study, to play video games and search the Internet. Students use computers for much of their communication needs. All of these factors led to the decision to add three stationary exercise bikes to the Troy University main campus library.

On February 24th, 2016, the library posted a picture on its Facebook page of three of the bikes on the Troy campus. (Three bikes were also added on the Dothan, AL campus.) The very next day, the student newspaper, *The Tropolitan*, published a story about the bikes by staff writer Quinta Goines. The library shared the article on its Facebook page. Facebook News shared the story, which led to United Press International (UPI) posting the story. The reaction to this one post about adding bikes to the library was astounding on a local, state, national, and to a degree international scale.

Quickly, it was clear that Troy University Libraries had its first post that went viral. In only a few days, 7,379 people had viewed the picture of the bikes, compared with only 1,004 actual people following the page at the time.

Dr. Shaffer was interviewed by a variety of media outlets, including the *Huffington Post* and *USA Today*. Bloggers and radio show hosts requested interviews, as did many local media outlets including television newscasts in Montgomery, AL and Dothan, AL. The magazines *Self* and *Science Explorer* published the UPI article with additional commentary. Cornell (2016, March 6) in the online magazine *Inquisitr*, compared what the Troy University Libraries were doing, with an elementary school in Austria that was trying something similar.

The Afterlife of Virality

In their book *Going Viral*, Nahnon and Hemsley (2013) describe the “decay” and “afterlife” of virality. According to the authors “what is decaying is the rate of growth of the number of views that a viral event receives” (Nahnon and Hemsley, 2013, p.125) and “the afterlife of viral content follows the decay phase and is a semi-dormant period of time; however, virality can be revived and return to the center of attention at any given moment (p. 129).”

This statement about the afterlife of virality seems to hold true based on the Troy University Libraries’ experience. There seems to be a natural cap on a post’s lifespan. After two or three days, most people who are interested will have viewed it. However, the media attention and the number of inquiries can last much longer than the lifespan of an individual social media post.

In order to make the most of the afterlife of virality, librarians should make themselves available for interviews and be responsive when people have questions. As mentioned earlier, Dr. Shaffer gave interviews with various media outlets for nearly two months after the original post. He actually did an interview with the national library magazine of South Korea about them in March of 2018, two years after the original bike story went viral - and Troy University Libraries continue to get an inquiry every month or so from institutions wanting to try out the concept.

In total, 232 pieces of media were generated relating to this story. Additional attention came as libraries from across the nation discovered these articles and made contact requesting information about the bikes’ usage, cost, safety,

and durability. To date, over 40 university, public, and school librarians have requested information about the bike program so that they could try to replicate it at their home institutions.

Lessons Learned

Based on over eight years of experience using social media to promote library programming at Troy University Libraries, the authors have the following recommendations for libraries who use Facebook and other social media:

- **Online posts should follow a clear pattern, and there should be a discernable agenda for the page.** The Troy University Libraries Facebook and Twitter pages are intended to let followers know about (essentially in this order) library outreach programming activities, services offered, latest additions, and general knowledge about the facilities (days of operation, hours, and holidays). There are also a certain number of “fun” posts that are library, or book themed, that fill in gaps when there is not much new information to post. The theory is that fun posts remind viewers that the library page still exists, and perhaps even causes them to follow the link to it.
- **Pictures are noticed more than words.** Pictures with some catchy words do particularly well on social media, particularly Facebook. Pictures with people doing something such as using a new piece of technology, or in Troy University’s case, riding a bike, are usually very popular.
- **Likes, Shares and Comments increase viewership.** Specific actions that will help a post be noticed are likes, shares, and comments. When students comment by leaving the names of other students and alumni, this dramatically increases the number of people who see the post.
- **Posts are always on the record so think before you write (and speak).** Understand that something written online (or said to the media) cannot be taken back. If a mistake is made, own it; apologize, clarify, and move on.
- **Avoid sarcasm and/or irony.** For example, early on with the bikes, Dr. Shaffer fielded a question from local media asking if the bikes had to be reserved. He replied, “we haven’t reached the point that people were fighting over bikes yet, but if that happened we would devise a system.” The Director of Troy University Relations was not amused with the comment, pointing out that too many people are literal, and flippant or sarcastic comments should not be made to the media.
- **Avoid politics, religion, and sex.** Do not post anything that might be construed as inappropriate. Somewhere between these topics and the weather is the best way to position posts!

From an administrative standpoint, it is important to:

- **Train and limit the number of individuals allowed to post to the institution's social media page and have a concrete, written policy relating to the page.** Page administrators should be sure they understand how the page works, so that they understand how to post as the institution (not themselves). On Facebook in particular, it is easy to fail to realize that instead of posting as yourself, you are posting as the institution. Follow through with promises/plans made on social media and be prompt in answering messages from users.
- **Designate one person to talk to the press to limit misstatements, keeping the outgoing message consistent.** In a large library, this assignment might be delegated. In medium or smaller libraries, the duty could fall to the dean or director.
- **Consistently monitor social media pages so inappropriate, or uninformed posts by followers can be contained and/or deleted.** If a page has multiple administrators, there should be one person who is responsible for being sure that

all posts on behalf of the organization are appropriate.

- **Link various social media accounts such as Facebook, Twitter, and Instagram to save time and effort.** Linking allows the institution's message to get out to the maximum number of people with the least amount of effort on the part of page administrators.

Conclusion

The experience of one post going viral brought positive worldwide exposure to Troy University Libraries. This exposure caught the attention of senior level university administrators who praised the library for being forward in their thinking and for putting the university in a positive light. The positive attention brought renewed excitement to the library's outreach efforts, serving as an impetus for better communication with students. It only takes something small to grow and produce results. In this case, one post brought positive worldwide social media exposure for Troy University and brought change to Troy University Libraries.

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Collaborations Between Academic Libraries and Other Campus Departments: An Annotated Bibliography 2007 – 2017

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Introduction

For librarians today, reaching and meeting the needs of students and faculty can be both challenging and rewarding. Libraries face budget cuts, rapidly evolving and diverse technology, and a continued misconception of the image of the library and its purpose. However, librarians must persevere through these and other difficulties to provide useful resources and services and to ensure students and faculty know these tools are available. Different avenues for attaining this goal are available for research in the literature; however, the focus for this annotated bibliography is the avenue of collaboration. The Association of College & Research Libraries (2011) stated that “Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.” In the published literature, there are many examples of academic librarians collaborating with other departments of their colleges and universities. Academic librarians work together with other departments in initiatives and projects that involve helping students. The purpose of this annotated bibliography is to provide examples of academic librarians collaborating with other departments and student organizations in creating and sharing resources and services used to support students. This bibliography includes resources published from 2007 to 2017. Examples of departments working with libraries include writing centers, career services departments, teaching and learning centers, student services departments, and even collaborations with multiple departments at once or over time. This bibliography can be helpful to show the multitude of possibilities for collaboration and “outside the box” thinking concerning reaching students within the academic setting.

Writing Centers

Cooke, R., & Bledsoe, C. (2008). Writing centers and libraries: One-stop shopping for better term papers. *Reference Librarian*, 49(2), 119-27. doi: 10.1080/02763870802101310

Collaboration between the library and the writing center at the Florida Gulf Coast University began when the writing center was moved to the university's library building. Librarians and writing center staff observed each other's service desks and held meetings to identify common challenges and possible solutions to help with referral. Identified problems included: students not understanding the entirety of the writing process, not understanding the assignment, little time for assignment completion, students

needing to grow in how and what they learn, helping students understand acceptable sources, and knowing how to use those sources and cite them to prevent plagiarism. Solutions included helping the students write using research, personal views, and experiences and referring students to the proper department for help with writing techniques or research questions. Co-sponsored workshops addressed procrastination and time requirements, encouraged self-sufficiency, and helped students do the work of editing and learn how to edit through practice. Finally, they pointed out to the students when areas of their papers appeared to be incomplete, or pointed out resources on websites that helped to produce better sources and better understandings of plagiarism and how to avoid it.

Datig, I., & Herkner, L. (2014). Get ready for a long night: Collaborating with the writing center to combat student procrastination. *College & Research Libraries News*, 75(3), 128-31. doi: 10.5860/crln.75.3.9086

A librarian and a writing center coordinator at New York University Abu Dhabi (NYUAD) worked together to help students with their research and writing and to help them overcome procrastination. The librarian and writing center coordinator began collaborating in the fall 2012 semester. They decided to plan an event at NYUAD called “Long Night Against Procrastination.” The idea for the event came from another university, which had initiated a similar event in 2010. The first Long Night event of NYUAD took place in December 2012, and the second one was held in March 2013. Both Long Night events took place in the library and lasted several hours. During the events, students worked on a variety of assignments, and received help from librarians when requested. Librarians also taught students about citation management software, writing, and thesis statements. Students indicated that they were pleased with the help they had received. Also, the events generated an increase in support for the library from the university. The librarian and writing center coordinator concluded that they would continue and expand the Long Nights events.

Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. *Advances in Librarianship*, 37, 135-51. doi: 10.1108/S0065-2830(2013)0000037010

At Eastern Kentucky University (EKU), collaborations between the ECU writing center director and the dean of libraries began with discussions of moving the writing

center to the main library. The reason for relocating the writing center to the library was to combine the research services that the library provided and the writing services that the writing center provided. Having both services in one place would provide convenience for ECU students and would encourage students to seek help from the library and writing center. Therefore, the ECU Libraries, the Department of English, and different departments across campus worked together for several years on plans to create a new academic unit, which would offer research and writing services. In September 2010, a new academic unit was created in ECU's main library, and it was named the Noel Studio for Academic Creativity. The Noel Studio has conducted many research and writing consultations for ECU students. Student feedback regarding the Noel Studio was positive, with some students saying they feel "more confident in their communication and information gathering" after visiting the studio.

Greer, K., Swanberg, S., Hristova, M., Switzer, A.T., Daniel, D., & Perdue, S.W. (2012). Beyond the web tutorial: Development and implementation of an online, self-directed academic integrity course at Oakland University. *The Journal of Academic Librarianship*, 38(5), 251-58. doi: 10.1016/j.acalib.2012.06.010

Collaborative initiatives to help students avoid plagiarism occurred at Oakland University (OU) in Rochester, Michigan. In 2006, a librarian and the OU writing center director worked together in creating an online tutorial. The tutorial, accessible on a web site, defined plagiarism and included information about citing sources and other information to help students avoid plagiarizing. However, it was determined that the online tutorial became ineffective at preventing student plagiarism at OU. Therefore, a group, which included the writing center director and several librarians, began developing an online course in 2011 that would teach plagiarism prevention skills. The course was titled "Using and Citing Sources." In January 2012, OU students began taking the online course, accessible in the OU learning management system. The course covered the topics relevant to plagiarism prevention, such as how to use sources, paraphrasing, and citing sources according to various citation styles. The course had a high level of usage and success, with over 1,600 students having successfully completed the course at the end of the fourth month. Those who had developed the course indicated that it would continue to be available to students.

Meyer, E., Forbes, C., & Bowers, J. (2010). The research center: Creating an environment for interactive research consultations. *Reference Services Review*, 38(1), 57-70. doi: 10.1108/00907321011020725

Collaboration between the Writing Center and the Penrose Library at the University of Denver started with the creation of a new Research Center. The Writing Center, located in the library, was able to show the usefulness of consultation and the need for greater connection between writing and research services. Trained graduate students

worked in the newly created Research Center. Reference librarians were available for scheduled one-on-one hour-long consultations for more in-depth questions and were available for walk-in one-on-one consultations. The configuration of the Research Center helped to promote a more in-depth consultation for the students with limited interruption and encouraged references. Evaluation of the new Research Center in the first year showed a high number of hour-long consultations with an average of 28 consultations per week. In addition, the Writing Center Coordinator and the Research Center coordinator jointly presented to classes and student orientations to promote student services. Those involved stated that further work would be needed to help address the issues of understanding the proper time to refer a question and insuring enough support is available to distance learners. The format used for the Research Center is one that would be useful for small and large libraries alike. More study must occur to better utilize this format.

Montgomery, S.E., & Robertshaw, S.D. (2015). From co-location to collaboration: Working together to improve student learning. *Behavioral & Social Sciences Librarian*, 34(2), 55-69. doi:10.1080/01639269.2015.1047728

Collaborations between a librarian and the coordinator of the Tutoring and Writing Center (TWC) occurred at Rollins College in Winter Park, Florida. After the TWC moved into the library building in January 2013, the librarian and TWC coordinator began discussing reasons why they should work together, such as sharing the goal of helping students succeed. They conducted a research project to learn more about students' research and writing. The project focused specifically on second year students at Rollins College. The librarian and the TWC coordinator interviewed the students to gather information from them. They asked students questions about their work on past research paper assignments, such as "Where did you start your research for this assignment?" and "Did you ask anyone for help during your work on this assignment?" The interviewed students indicated that they had used the services of the TWC during their research and writing. The students also indicated that they had used the library and some of its resources. Unfortunately, the students had also indicated that they did not seek the assistance of librarians often. The librarian and the TWC coordinator concluded that improvements were necessary in the areas of helping students and working with the TWC.

Palomino, N.E., & Gouveia, P.F. (2011). Righting the academic paper: A collaboration between library services and the writing centre in a Canadian academic setting. *New Library World*, 112(3/4), 131-40. doi: 10.1108/03074801111117032

The University of Guelph-Humber is a partnership between the University of Guelph and Humber College in Ontario, Canada. Their Learning Commons helps provide a joint space for study and for traditional learning services. Statistics over a two-year period showed a marked decline in the use of the Library Reference Help service, meant to help answer reference questions. Only 21.12% of the total

questions asked were reference questions. This prompted collaboration and experimentation for a more useful reference experience. Through collaborative discussion, the focus soon became about the writing habits and patterns of students. Students often came to the center having done little to no research or with poor quality research. The writing center tried to help the students conduct more research with more fact-filled information. However, inexperience and lack of training revealed an area useful for a reference librarian to provide instruction. Through trial and error, the pilot project became a peer support service called the Research Support Peers (RSP) team. The RSP team was a group of undergraduate students with developed research skills. During the pilot program, the questions posed to the reference librarian were 91% reference questions. This was possible by allowing the RSPs to handle directional and basic reference questions and to refer students to a reference librarian whenever they received more in-depth questions. The writing center staff and librarians stated that they would continue to collaborate and research ways to help students.

Career Services

Dugan, M., Bergstrom, G., & Doan, T. (2009). Campus career collaboration: "Do the research. Land the job." *College & Undergraduate Libraries*, 16(2/3), 122-37. doi: 10.1080/10691310902958517

Purdue University's Management and Economics Library, Center for Career Opportunities, Graduate Career Services, and Undergraduate Career Services all worked together to create a Career Wiki that would meet the needs of these departments while helping to combine resources and previously duplicated services or tools. Confluence was the intranet chosen for use to create the Career Wiki and to set the diverse parameters required by the different departments. Several details considered during the planning phase were the capabilities of the intranet, the usefulness for each department, and the need for a physical demonstration of the intranet and the subsequent Career Wiki. Cooperation and pooling of resources helped to save financially and to make purchases affordable for the departments. As of 2009, the Career Wiki was too new to compile enough statistical information for true assessment of its usefulness. However, there was an increase in awareness of library resources, a greater communication between departments, and library staff members were seen as innovators. The Career Wiki was presented at the National Association of Career Educators (NACE) 2009 annual conference where it was nominated for the NACE/Chevron Award.

Joranson, K., & Wider, E. (2009). Librarians on the case: Helping students prepare for job interviews in an uncertain economy. *College & Research Libraries News*, 70(7), 404-07. doi: 10.5860/crln.70.7.8219

The University of Pittsburgh Business Library collaborated with the Career Services staff at the Katz Graduate School of Business. This collaboration began with a meeting

between the director of career services and the business library staff. The director had a desire to learn about library outreach efforts and techniques used by library staff in teaching company and industry research classes. The Career Services staff contributed insights into different needs and goals of the students previously unfamiliar to the library staff. The collaboration encouraged better preparation in research strategies, collection development, and drop-in workshops and highlighted the relevance of research skills in the workplace and of information literacy in general. The initial workshop created through the collaboration efforts encompassed four areas of study: quiz questions, big-picture questions, "why" questions, and questions for the employer. The students were introduced to the public library's resources with the hopes that the public library would become a lifelong resource for the students; especially for those concerned about accessing databases as alumni. There was an attempt to track students' success in on-campus interviews after attending this workshop, but the difficulty lied in the different factors that affected an interview beyond the scope of the workshop's material. The collaboration encouraged increased referrals between the offices and increased discussion of greater future involvement in each departments' programs.

Pun, R., & Kubo, H. (2017). Beyond career collection development: Academic libraries collaborating with career center for student success. *Public Services Quarterly*, 13(2), 134-38. doi: 10.1080/15228959.2017.1300558

In the spring 2016 semester, a partnership between the library and the career center at California State University – Fresno began when librarians reached out to the director of the career center. The librarians talked with the career center director about ways to develop students' career research skills. Soon afterward, the librarians attended a meeting with career center staff. In the meeting, librarians talked about databases that could be helpful to students needing information about particular businesses and discussed resources that could help students in the area of professional growth. The librarians and career center staff also discussed working together in providing workshops and career clinics for students. In the workshops, they taught students how to find company information, informed them about industry trends, and taught them how to use business-related databases. The library and career center also worked together in providing students with a career research clinic, where students could receive help with their resumes, cover letters, and curricula vitae, and receive counseling in careers. The workshops and clinic were successful and were attended by many students. The librarians and the career center director stated that the library and career center would continue working together.

Tyrer, G., Ives, J., & Corke, C. (2013). Employability skills, the student path, and the role of the academic library and partners. *New Review of Academic Librarianship*, 19(2), 178-89. doi: 10.1080/13614533.2013.787538

At Liverpool John Moores University (LJMU) in Liverpool, England, the university libraries collaborated with the career services department. The official name of the career services department is the World of Work Careers Centre (WOWCC). The WOWCC helps students develop various skills that are necessary for their future employability, such as verbal and written communication skills. The WOWCC's former location was in a building separate from the university's libraries. However, discussions about moving the WOWCC into the buildings of LJMU's libraries began in the 1990s. Reasons for relocating included student convenience and making better use of library space. Since relocating, the WOWCC has been providing career consultation services to students in three libraries of LJMU. In addition to providing a place for the WOWCC, librarians also taught information literacy skills to some students who had received help from the WOWCC. The authors concluded that the collaboration between the libraries and the WOWCC resulted in various benefits, such as good working relations between the two departments. The authors also reported very positive student feedback, which included "a 100% satisfaction rate" regarding the career services help the students received and the locations of the career services.

Teaching and Learning Centers

Bolan, J., Bellamy, P., Rolheiser, C., Szurmak, J., & Vine, R. (2015). Realizing partnership potential: A report on a formal collaboration between a teaching and learning centre and libraries at the University of Toronto. *Collected Essays on Learning and Teaching*, 8, 191-200. Retrieved from <http://www.eric.ed.gov/contentdelivery/Servlet/ERICServlet?accno=EJ1069725>

At the University of Toronto, the Centre for Teaching Support & Innovation (CTSI) collaborated with the university's libraries. In 2010, the director of the CTSI began communicating with the main librarians of the three university campuses. They discussed the idea of enhancing the instruction provided by instructional librarians. Afterward, the Partnering for Student Success (PASS) program was established. The librarians and CTSI director created a vision statement and goals for PASS, which focused on issues such as "supporting instructor pedagogical development." The librarians who participated in PASS attended meetings in the CTSI, where they were taught about learning strategies and other topics. After the training meetings, the librarians provided library instruction in various CTSI-sponsored events, such as the university's Teaching and Learning Symposium, the New Faculty Orientation, and the Back-to-School week. Another project in which librarians provided library instruction was the CTSI's Fundamentals of University Teaching course, an eight-week long course taught to students. The CTSI and the university libraries evaluated the PASS program by using surveys, focus groups, and reflections. Some of the evaluation comments indicated that the collaborations between the university librarians and the CTSI were positive experiences.

Murphy, J.A. (2016). Enhancing the student experience: A case study of a library peer mentor program. *College & Undergraduate Libraries*, 23(2), 151-67. doi: 10.1080/10691316.2014.963777

At the University of Saskatchewan, the library collaborated with the University Learning Centre to establish a library peer-mentoring program, which was a part of the learning center's Peer Assisted Learning (PAL) program. The purpose of the PAL program was to improve student learning by helping students with studying, writing, and other needs. The library joined the PAL program to help students with library research. In the spring 2010 semester, library staff began developing the library's peer mentoring program. However, library staff decided that the peers who would help students should be students. Therefore, training sessions were provided for students interested in being peers. In the first year, the library peer mentoring initiatives experienced limited success. The peer mentors provided suggestions for improving the library's peer mentoring efforts, such as being more proactive. Library staff made suggested improvements prior to the second year of the library's peer mentoring program. The second year of the library's program was more successful with more students attending. Peer mentors of the library taught library research skills to students, such as using databases to find articles and evaluating articles. There was positive feedback from peers regarding the library's peer mentoring activities, such as improved library research skills.

Peterson, C.C., & Budinsky, M.I. (2015). Successful collaboration between learning partners: The small campus experience. *College & Research Libraries News*, 76(4), 206-09. doi: 10.5860/crln.76.4.9296

At Penn State-Fayette, the Eberly Campus in Pennsylvania, a librarian and the coordinator of the learning center began discussing the idea of working together to help students. They discussed combining research services provided by the library and writing services provided by the learning center. In the fall 2013 semester, the librarian and the learning center coordinator began providing sessions to various classes of students. They continued co-teaching students throughout the spring 2014 semester. In each session, the librarian taught students how to search databases to find resources and familiarized them with library services. The learning center coordinator helped the students use their selected resources to create papers, helped them cite their sources, and helped them with other writing needs. The librarian and learning center coordinator taught these skills to ten courses, which included a total of 194 students. They had concluded that they would continue working together and would implement some changes, such as marketing their combined services and identifying courses which would benefit the most from the library's and learning center's collaborative instruction sessions.

Pun, R. (2016). The library and the academic resource center: Building and supporting programs, services and resources collaboratively at a new university. *Digital Library Perspectives*, 32(1), 31-40. doi: 10.1108/DLP-07-2015-0008

At New York University-Shanghai in China, there is an academic department called the Academic Resource Center (ARC). The global academic fellows (GAFs) staff the ARC and provide students with tutoring in various subject areas and help with writing. In 2013, librarians and GAFs from the ARC began working together towards initiatives to help students including a collaborative write-in program, having reference services in the ARC, and a collaborative first-year library instruction program. During the write-in program, the GAFs helped students with their writing and librarians provided reference assistance to students. When reference services were available in the ARC, a reference librarian was physically present in the ARC and provided reference services to students. In the first-year library instruction program, GAFs and librarians co-taught students during workshops. The GAFs talked to the students about research, students' work, and other topics while the librarians talked to the students about various research issues, such as the difference between a scholarly article and a popular magazine article. The librarians indicated that they would continue working with the ARC in the future.

Student Services

Arzola, R. (2016). Collaboration between the library and office of student disability services. *Digital Library Perspectives*, 32(2), 117-26. doi: 10.1108/DLP-09-2015-0016

The library and the Office of Student Disability Services (OSDS) at Lehman College in New York collaborated to discuss access to resources for college students who have disabilities. The two groups decided to host an assembly meeting for students, which was in February 2015. At the meeting, students mentioned apps and other technologies, as well as an inability to access some resources. For example, it was mentioned that students who use screen readers or text-to-speech programs could not access image PDFs. The library and the OSDS collaborated again at an accessibility conference in May 2015. Various technological tools, such as optical character recognition and text-to-speech readers, were discussed at the conference. Through the collaborations, librarians and staff of the OSDS learned more about student needs and found out about accessibility problems that students had been experiencing. In response, the two groups made commitments to improve accessibility to resources for students with disabilities. Both groups concluded that the collaborations were beneficial and helped lead to a better understanding of the needs of disabled students at Lehman College.

Crowe, K.M. (2010). Student affairs connection: Promoting the library through co-curricular activities. *Collaborative Librarianship*, 2(3), 154-58. Retrieved from <https://digitalcc.coloradocollege.edu/islandora/object/coccc%3A9982>

The University of North Carolina at Greensboro has a Student Affairs Connection (SAC) program involving the

university library and student affairs division collaborating to provide resources and services in events hosted by these departments. The program was built upon established programs and services to help strengthen the collaboration efforts and to encourage participation. The SAC included a liaison program and a Student Libraries Advisory Council to provide feedback for programs and services, activities fairs, and special events. The liaison program provided an opportunity for marketing of library resources to the students, helped communication between the library and departments, and gave an opening for a greater understanding of students' needs. Librarians were better able to determine the effectiveness of current brochures, marketing strategies, and services. This collaboration helped the library make changes to encourage a more user-friendly environment. Librarians also collaborated concerning attendance and participation at activity fairs. Having a presence at these fairs created an opportunity to offer tours, handout brochures or bookmarks, and interact with new and prospective students and their parents. The library coordinated special events and hosted events to draw students into the library including a Game Night and a Trick-or-Treat event. The efforts undertaken greatly affected the use of the library and its resources by the students as shown in considerable increases in gate count and other statistics.

Cummings, L.U. (2007). Bursting out of the box: Outreach to the millennial generation through student services programs. *Reference Services Review*, 35(2), 285-95. doi: 10.1108/00907320710749191

At Washington State University (WSU), librarians realized that there was a need to go beyond the "traditional" roles of librarians and a need to reach out to other departments or service areas to meet the students. WSU Libraries began to reach out in efforts of collaboration with different departments on campus including opportunities to work with Student Services Programs. Changes in perception and research approach brought in by students of the Millennial generation sparked the desire for greater marketing and availability of library services across the campus. Examples of the outreach and marketing activities included creating web tutorials, using other emerging technologies, working with Residence Life and Greek chapters with research presentations, creating door hangers with library website data for research and study for personal rooms, participating in New Student Programs, providing Parent brochures and tours, sponsoring an athlete of the month, and more. The details given for the different programs helped to promote new ideas and avenues of outreach previously overlooked or underutilized. Collaboration with the departments was possible through email, phone calls, in-person meetings, and the direct creation of programs with faculty and staff that could pass the information on to new hires when necessary. Student Services Programs can be great avenues for marketing and outreach to students, parents, faculty, and staff.

Engle, L. S. (2011). Hitching your wagon to the right star: A case study in collaboration. *College & Undergraduate Libraries*, 18(2/3), 249-260. doi: 10.1080/10691316.2011.577682

The Texas A&M University Library desired to team up with an existing program that would be the most economical and provide the greatest opportunity for reaching students. In considering this goal, the library found the best collaborative opportunity with the staff hosting Texas A&M's new student orientation program "Fish Camp". The librarians decided to follow several steps for having a better collaborative experience when collaborating with the program. Steps included writing a very clear statement of purpose, defining the audience/recipients of the collaboration efforts, and understanding the options available for collaboration. Other steps included researching the programs, contacting the appropriate individuals for approaching the collaboration, listening to their concerns/goals/needs, being appropriate and timely in responses, delivering on commitments, debriefing after the completion of the events to gain understanding, and thanking the members involved in the collaboration. Putting these steps into action, the librarians gave presentations, provided resource guide packets to the Fish Camp counselors, and prepared flyers for the students attending Fish Camp. The librarians reflected on the successes and challenges of their involvement and indicated they would continue participating in and improving upon the program.

Hall, S.A. (2012). Embedded literacy programs within a first-year service learning course: Opportunities for library outreach and instruction. *Codex: The Journal of the Louisiana Chapter of the ACRL*, 1(4), 27-36. Retrieved from journal.acrla.org/index.php/codex/article/view/48

A librarian at Mississippi State University collaborated with the university's Student Affairs division and got involved in the division's service learning program. The program was a course called the Day One Leadership Program. In this course, first year students were given opportunities to help their community in various ways through volunteer service. Some of the opportunities included providing help in food pantries and public schools. The librarian who got involved in the program became a faculty mentor to student volunteer groups in the program. The librarian led her student volunteers in projects that involved providing service at the Starkville/Oktibbeha County Public Library. One group of student volunteers helped the public library with a reading event, a scavenger hunt event, library bulletin boards, shelving, and other needs. Another group of student volunteers worked with the librarian in helping the public library in a collection development project. The project involved searching for multicultural children's books. Both groups of student volunteers indicated that they had benefited from helping the local public library.

Henrich, K.J. (2013). Leveraging strategic institutional partnerships: Creating a phased learning commons at the University of Idaho Library. *Collaborative Librarianship*, 5(4), 528-34. Retrieved from digitalcommons.du.edu/collaborativelibrarianship/vol5/iss4/2/

At the University of Idaho, the library and the Tutoring and Academic Assistance Program (TAAP) collaborated to create a new TAAP location in the library. TAAP, described as "a division of Student Affairs within the Dean of Students Office," was limited in physical space in its previous location. The smaller space caused limits in the number of students who could attend sessions provided by TAAP. In response, staff from the library and TAAP began working together and planned the relocation of TAAP and its tutoring services to the library. In the fall 2011 semester, TAAP started providing tutoring services in its new location. Students could receive tutoring in a variety of subjects, such as art or engineering. To receive tutoring, students could simply show up in the library and request tutoring in their subjects. The tutoring services continued into the spring 2012 semester. In the 2011 – 12 academic year, the number of patrons had increased in the library from the previous year, which indicated that the tutoring sessions helped increase the number of patrons in the library. TAAP was a success in the library and the collaborations between the library and TAAP helped it become a reality.

Swartz, P.S., Carlisle, B.A., & Uyeki, E.C. (2007). Libraries and student affairs: Partners for student success. *Reference Services Review*, 35(1), 109-22. doi: 10.1108/00907320710729409

The University of California, Los Angeles (UCLA) College Library and the Office of the Dean of Students recognized the possibility for collaboration to combine resources to help the students concerning academic integrity and the ethical, institutional, and legal issues surrounding information access. Two resources created include the online tutorial *Carlos and Eddie's Guide to Bruin Success with Less Stress* and the workshop *Citations 101*. The tutorial explained copyright, intellectual property, file sharing, legal and institutional issues, citations, time management, academic integrity, and more. The workshop gave instruction about summarizing, paraphrasing, quoting, and citing the sources in MLA and APA. Student feedback helped to modify the resources for better understanding and use. Those who collaborated recognized that it was helpful to secure support from administrators who had the authority to commit departmental time and resources to a project. They also knew that good collaborations required being proactive, identifying and working toward shared goals, being flexible, stating goals, and molding projects into ventures both departments could support. Finally, they acknowledged that it was important to respect each other, understand personal and departmental limitations, communicate clearly, plan for the use of time, resources,

and money, and continue discussions of problems, solutions, and changes.

Multiple Departments

Beahan, M.J., Graveline, L.K., & Taxman, J.R. (2009). Uncommon partners: Facilitating creative collaborations in the arts across campus. *College & Undergraduate Libraries*, 16(2/3), 194-210. doi: 10.1080/10691310903007918

At Dartmouth College, a desire to bring more art into the library and out of the museums led to collaboration between the art college and the library. A history of art being in the library helped to encourage further participation. Murals painted in the 1930s helped to give a backdrop for the Reserve Book Room in the library. As the first commissioned works of art, the murals were incorporated into the curriculum as well. This display and interaction with art continued throughout the library and Berry-Baker Complex and included participation of visiting artists and students in creating art within the library. The students expressed a desire for the murals on the walls after noticing a lack of color and feeling of comfort when the walls were empty. The library also offered a Books Arts Program, which taught students how to letterpress print and hand bind books. The library was also open to other expressions of art through performance and music. As a result, there was a desire for the library to continue collaboration efforts with other university departments to help reach the students.

Eads, D., Freeman, R., & Freeman, V. (2015). Cross collaborations: Librarians stepping out of the box to serve students. *Collaborative Librarianship*, 7(3), 109-19. Retrieved from digitalcommons.du.edu/collaborativelibrarianship/vol7/iss3/5/

At the University of North Carolina (UNC) at Charlotte, the library collaborated with multiple campus units which included the university's Dean of Students Office, the career services department, and the undergraduate and graduate admissions offices. The Dean of Students Office and a special collections librarian worked together in a freshman orientation course offered by the Dean of Students Office. The librarian provided the students with information about services and resources available in the special collections area of the library. The UNC career services department and the university's library worked together to increase the availability of information about careers in librarianship to students. The library collaborated with the admissions offices by providing information about the library to prospective students during the admissions offices' Open House and Family Weekend events. The collaborations between the library and the other campus units were helpful to the library and everyone else involved.

Fox, R., Carpenter, C., & Doshi, A. (2011). Cool collaborations: Designing a better library experience. *College & Undergraduate Libraries*, 18(2/3), 213-227. doi: 10.1080/10691316.2011.577699

The Georgia Institute of Technology Library partnered with the Center for Assistive Technology and Environmental Access to create an accessible aquarium designed for the visually impaired and accessible to all. LCD screens were installed to create an interactive aquarium with unique sounds for each image to help visually impaired students interact. Another collaboration opportunity came through the Office of Undergraduate Studies involving the desire to share the research conducted between students and faculty for projects. It was determined that virtual poster sessions would work using LCD monitors preloaded with the presentations. Further collaboration opportunities included a successful event that occurred one evening during the week before final exams and was known as "StressBuzzters." The library, Counseling Center, Campus Recreation Center, and the Health Promotions Office worked together to provide research services, advice on stress management and test anxiety, free chair massages, and free stress balls and other items. Collaboration between the User Engagement Librarian and East Commons Coordinator engaged with students to create a "research library rock n' roll radio show". This show interviewed librarians, staff, students, and faculty and provided related music. Finally, the College of Architecture Library worked with the architecture program to create a course allowing students to design and build a display wall in the library that was used to display various artistic media. These collaborations were successful and more considerations are underway.

Love, E., and Edwards, M.B. (2009). Forging inroads between libraries and academic, multicultural and student services. *Reference Services Review*, 37(1), 20-29. doi: 10.1108/00907320910934968

Many collaborations occurred between the University of Illinois Undergraduate Library and campus departments including the Division of General Studies Academic Advising, Campus Information Technologies and Educational Services, McKinley Health Center, Writing Center, Career Center, Office of Minority Student Affairs, Office of International Students and Scholars, Study Abroad, Office of Equal Opportunity and Access, and more. Understanding the approach to cultivate relationships for successful and continued collaboration was necessary. The important first step involved the initial contact through email, phone, or in-person between the librarian and the prospective departments. This initial contact required the librarian to be prepared with facts concerning the departments and their activities, websites, available services, priorities, etc. Identifying the best people to contact and finding out about the past partnerships the organizations or departments had been a part of helped prepare for initial contact. Greater access and availability of student services, more opportunities for development of

information literacy, and greater exposure of the library were all favorable reasons for incorporating other programs into the library at set times and set locations. Collaborating outside of the library allowed for greater exposure and provided library resources to individuals with difficult schedules. Sustaining the relationship between the library and other departments required continued communication, participation in each other's events, following through with promises, and recognizing when it was time for new partnerships to form.

Smith, C., & Kayongo, J. (2011). Senior thesis camp: Partnerships in practice at the University of Notre Dame. *Journal of Academic Librarianship*, 37(5), 437-42. doi: 10.1016/j.acalib.2011.06.008

The University of Notre Dame Library worked specifically with the College of Arts and Letters and its senior students (due to availability and focus of the project) to create a Thesis Camp. Students agreeing to participate in the Thesis Camp program needed to provide name and email information, thesis advisor information, thesis focus or research interest, and share what kind of library research experience they have had. This information helped to prepare the librarians and others in preparing for the camp. Surveys were also given to thesis advisors to gain more insight into the progress of the students and the troubles they encountered and to understand the expectations of the advisers concerning the camp. Helpful information was obtained despite the small number of survey participants. The Director of the Writing Center, the Center for Undergraduate Scholarly Engagement, and subject librarians all participated in providing lectures, workshops, and one-on-one help for the students. At the end of the camp, feedback was sought for assessment through presentations of the work accomplished during the project, through a questionnaire, and through open questions. Overall, the Thesis Camp appeared to have been a success and further changes were suggested to improve upon the camp in the future.

Discussion

The collaborations detailed in this article cover many types of universities, departments, services, and goals. Despite the diversity and the span of years included, the partnerships faced similar challenges, recognized similar positive outcomes, and described similar steps to take to encourage a healthy and useful collaboration. Several articles shared the lessons learned throughout the collaborative experience and the suggested changes for smoother future outcomes.

The challenges included different values or goals, lack of communication, underestimated commitments, lack of respect, loss of vital personnel, unsustainable programs, conflicting schedules, no marketing, no assessment, time

constraints, and more. Despite these challenges, the partners were often able to complete the intended program or outreach. They recognized the positive outcomes, which included high traffic numbers, diverse connections, real world student experience, cross-training, greater visibility, increased referrals, institutional support, well attended programs, and much more.

Many steps were identified before, during, and/or after collaboration as being important to the process of collaboration. Libraries noted the importance of researching potential partners, goals of the departments, and habits of the students or target audience to be reached. This preparation work helps the library to approach departments with similar interests and to have plans for outreach that will be engaging to students. Gaining support from upper administration helps with more long-term success. Communication is a crucial factor and must be consistent. However, this is only helpful if all partners respect each other and participate as equally as possible in all areas of the project collaboration. It is important to know the amount of time, finances, personnel, space, and resources that can be committed. Do not overcommit. Be flexible in your plans and throughout the process and activities. Too much rigidity can offend and constrict other partners. Be sure to market your project and continue to market while the project is taking place if the target audience is still able to take part. Finally, assessment is a necessary part of the process. Assessment will help point out useful and detrimental areas of the project and other areas that, if changed, would help to improve the project immensely for future endeavors. Each of these, and more, are useful steps to help avoid some challenges and better prepare for others in the collaboration process.

Conclusion

In conclusion, college and university libraries can work together with other departments and centers of their institutions for the benefit of students. Academic libraries can collaborate with writing centers, career services departments, and several other departments in their efforts to reach their goals. Knowing the opportunities through collaboration and learning from those who have shared the difficulties and triumphs of the process can save a lot of time, effort, and unnecessary struggle for an academic library trying to branch out. Readers can use the many examples in this article to help their libraries pave paths toward outreach and collaboration. Whatever department an academic library collaborates with, following the steps needed to help the collaboration be useful for all parties involved is to be encouraged and should be the desire for every librarian. Although working together with other departments can be time consuming and require much energy, positive student outcomes will make it worth the time and effort.

Reference

Association of College and Research Libraries. (2011). *Standards for libraries in higher education*. Retrieved from <http://www.ala.org/acrl/standards/standardslibraries>

Faculty Expectations of a University Library and Writing Center in Preventing Plagiarism

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Introduction

Like many educational institutions, the University of South Alabama has seen a recent uptick in academic misconduct, especially plagiarism. To better understand and work toward solving this issue, the University's Library and Writing Center conducted a survey of faculty across disciplines. The survey elicits part-time and full-time faculty perspectives on the Library and Writing Center's roles in providing information literacy instruction and preventing plagiarism.

Libraries and writing centers are uniquely situated to assist with preventing plagiarism. For example, academic libraries adhere to the ACRL *Framework for Information Literacy for Higher Education*, the tenets of which emphasize information literacy and understanding scholarship as a conversation, necessary theoretical underpinnings to academic integrity (Association of College and Research Libraries, 2016). Similarly, writing centers provide one-on-one guidance on how to work with sources, including paraphrasing, quoting, summarizing, and citation, to help students avoid plagiarism (Gruber, 1998). Through these approaches, libraries and writing centers have a shared investment in improving students' critical literacy (Pagnac, Boertje, McMahon, & Teets, 2014). The instructional goals and methods of libraries and writing centers complement one another in this area and others, offering opportunities for fruitful collaboration (Cooke & Bledsoe, 2008).

To this end, the survey conducted by the South Alabama Marx Library and the University Writing Center offers an encapsulation of instructors' expectations for these services regarding academic integrity. Survey questions sought opinions on the library and writing center's shared roles in information literacy and academic integrity instruction, the obligation to report plagiarism instances, and the necessity for instruction on tangential topics that improve students' understanding of working with academic sources. The findings indicate a disconnect between faculty views about the causes of plagiarism, as well as the Library and Writing Center's roles in plagiarism prevention. Faculty respondents indicate strongly a belief that the Library and Writing Center should work to prevent and report plagiarism. However, the faculty simultaneously placed less emphasis on the actual instructional methods that both organizations employ to educate students about creating, interpreting, and exchanging information in academic culture, despite the

fact that improving these skills contributes more to preventing plagiarism than strictly punitive measures.

Review of the Literature

Traditional methods of preventing academic misconduct are being challenged by the increased reliance on the internet for student research, administering exams, and conducting classes. However, many of the most significant problems with cheating have little to do with internet access (Germek, 2009). One of the most pressing concerns is addressing increased student complacency about plagiarism and other forms of cheating; a significant number of students see cheating as a victimless offense (George, Costigan, & O'Hara, 2013). In fact, many students seem to be unaware of what constitutes cheating, or they have ideas that are vastly different from what their institution considers to be cheating (Hulsart & McCarthy, 2011; George, Costigan, & O'Hara, 2013). This might be the result of poorly described institutional policies, which oftentimes do not clearly delineate what constitutes academic integrity (Gullifer & Tyson, 2014), as well as the constantly shifting, transitory nature of cheating itself (Hulsart & McCarthy, 2011); even the ACRL has been implicated for its imprecise definition of plagiarism (Germek, 2009).

Even if an institution's policies are well-defined, students often become familiar with the details only after being charged with academic misconduct (Ellery, 2008), or perhaps from the vague wording of a professor's syllabus (George, Costigan, & O'Hara, 2013). It can also be contributed to educators' and administrators' unwillingness to face the problem in a consistent manner. For example, Holbeck et al. (2015) found that a majority of instructors did not adhere to their institution's official academic integrity protocol, which resulted in a multiplicity of approaches to plagiarism instances rather than a uniform response. Professors also tend to discuss cheating in largely negative and punitive terms (Wood, 2004; George, Costigan, & O'Hara, 2015), emphasizing the consequences of plagiarism without discussing the benefits of academic integrity, both to the individual student and the academic community as a whole (Wood, 2004; Stephens & Wanggaard, 2016).

Faculty perceptions about the causes of plagiarism also vary widely. Roig (2001) reported disagreement among faculty on whether students' verbatim use of one sentence

from an outside source constitutes plagiarism. This study also found that nearly one-third of college instructors reported having used five or more consecutive words directly from sources in the instructors' own writing. Bennett, Behrendt, and Boothby (2011) surveyed 158 faculty members from online psychology teaching listservs in order to investigate whether there was commonality between instructors on what actions constitute plagiarism. The authors found agreement among faculty that submitting an assignment completed by someone else, copying information from the internet without attribution, and using verbatim wording without citation should be considered plagiarism. However, participants diverged on whether they would consider students reusing work from another class to be plagiarism.

Foltýnek, Rybička, and Demoliou (2014) analyzed a wide range of questionnaire data collected under the Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE) project. Respondents agreed that European Union students receive proper education in the process of academic writing. Students in this study indicated their greatest difficulty was finding quality sources, while faculty believed that students struggle with citation formats. Respondents also disagreed on the reasons that students plagiarize, with faculty reporting that students plagiarize because of laziness and apathy, while students responded that deadline pressures, stress, and insecurity about their writing skills were the primary reasons. Likewise, Wilkinson (2009) found that undergraduate nursing students and corresponding faculty disagreed on why students engaged in academic misconduct such as cheating and plagiarizing. Faculty in the study expressed that students engaged in academic misconduct because they did not understand the rules against such activities, while students indicated that desire for better grades and being overwhelmed by their workload were the strongest contributors to improper academic conduct.

In terms of penalties for plagiarism and other misconduct, Sutherland-Smith (2005) states that instructors often ignore plagiarism violations, instead attributing such misconduct to a failure in their teaching. Robinson-Zañartu et al. (2005) note that instructor actions regarding plagiarism are correlated to their perceived severity of the offense, with punitive actions being taken primarily in the most problematic instances. Greenberger, Holbeck, Steele, and Dyer (2016) found that faculty take three courses of action when encountering cases of poor paraphrasing and incorrect citation: coaching, requiring a rewrite of the assignment, and supplemental instruction through a plagiarism tutorial. This study reported coaching as the remediation strategy most often employed by faculty when confronted with student plagiarism. Coaching, according to Greenberger et al. (2016), took several forms, including teacher-student conferences, written feedback, and referrals to the writing center.

Strikingly, Hudd, Apgar, Bronson, and Lee (2009) found that part-time faculty predominantly held the belief that educating students about academic integrity is not an important topic of discussion in the college classroom, with

a majority of participants holding the belief that high school properly prepares students to display proper academic conduct. This study correlates with Hard, Conway, and Moran (2006), who found that faculty who do not realize the frequency of academic misconduct at their institution largely do not play an active role in prevention and punishment of violators. Hudd, Apgar, Bronson, and Lee (2009) note that part-time faculty, in particular, are less likely to report instances of plagiarism and other academic misconduct; likewise, the authors contend that part-time faculty are also less likely to employ preventative strategies and dispense punishment for offenses.

Students and faculty differ in their perceptions of the appropriate penalties for academic misconduct. Tabsh, Abdelfatah, and El Kadi (2017) found that engineering faculty felt punitive approaches combined with exam proctors were the most effective deterrent against misconduct, while students in the same program favored more leniency in deadlines, less difficult exams, and tutorials to educate them about academic integrity. Wilkinson (2009) reported similar findings, noting that students in the study preferred lighter penalties and educational remediation that would have limited impact on their grades, while faculty preferred to follow their university's policy on academic misconduct, which provided solutions such as significant grade reduction, official sanctions, course failure, and counseling by staff. Hudd, Apgar, Bronson, and Lee (2009) found that part-time faculty also tended to express trust in their university's policy for handling issues of academic misconduct and educating students on proper conduct, resulting in a much lower likelihood that these faculty members included an academic integrity statement on their syllabi.

While students and faculty diverge on the causes and solutions to academic misconduct, a number of practitioners and researchers have found opportunities for libraries and writing centers to make positive contributions toward cultivating academic integrity. Auer and Krupar (2001) note that one-on-one conferences with faculty members offer opportunities for librarians to assist with assignment design and scaffolding in order to make it more difficult for students to plagiarize. To this end, Wood (2004) outlines six strategies librarians can utilize to promote academic integrity, including incorporating academic integrity into instructional services, cultivating partnerships with departments in order to disseminate information and materials about academic integrity, and working with faculty to orient assignments toward active learning and proper engagement with scholarly sources.

Elmborg (2005) suggests that writing centers and libraries can work cohesively to instruct students through the research and writing process. Buranen (2009) writes that librarians and writing center staff are uniquely positioned to assist students with maintaining academic integrity, especially helping students to avoid plagiarizing, due to operating in a safe place where students can experiment with synthesizing sources without fear of punishment for mistakes; instead, both librarians and writing center tutors work with students to identify such and improve

information literacy and writing skills before it becomes a problem in the classroom. Cooke and Bledsoe (2008) contend that libraries and writing centers share common goals in guiding students through the research process, helping students better understand assignments, teaching students to evaluate sources, and demonstrating how to properly incorporate outside sources into writing projects.

George, Costigan, and O'Hara (2013) found success in the library's implementation of two plagiarism prevention courses, one initially designed as remediation for students who had plagiarized and a subsequent course designed as a preventative measure for undergraduate and international students. Oldham (2011) also described the positive impact of a similar course, which the university's library deployed online. Likewise, Greer et al. (2012) describe a beneficial collaboration between their university's library and writing center to create an online academic integrity tutorial that incorporated elements of information literacy, academic integrity protocols, and citation requirements in APA, MLA, Chicago, and AMA. Kleinfeld (2016) had a positive experience with integrating citation analysis as part of her writing center's tutoring sessions, an initiative in which tutors are specially trained by librarians to assist clients with evaluating the quality of sources used in research papers. Graves, Anders, and Balester (2016) examined writing center logs to determine whether tutors provided information literacy instruction during consulting sessions; though information literacy was mentioned in only 13% of consultation logs, the authors found new opportunities for collaboration between the writing center and library to improve tutors' engagement with the Framework for Information Literacy in Higher Education.

Methodology

Procedure

The research study was designed in response to the individual experiences of the University of South Alabama's Writing Center and the Marx Library, as well as a campus-wide initiative to address academic misconduct. Both the Writing Center and the Marx Library expressed a growing concern that faculty did not fully understand the roles played by the Writing Center and Marx Library in providing academic support, therefore making it difficult for faculty to use such support services effectively and for them to provide meaningful guidance for their students in using these resources. These miscommunications are especially common when it comes to the role of the Writing Center and Marx Library in addressing academic misconduct.

This problem was underscored by a 2016 campus-wide Academic Integrity survey of students, faculty, and staff, which revealed a severe disconnect between faculty and student definitions of academic misconduct, confusion about how to prevent and punish offenses, and unfamiliarity with the resources available to assist the University community in achieving its academic goals. In response, the researchers developed a survey to capture the perceptions of the university's faculty toward the Writing

Center and the Marx Library, including, among other issues, expectations about their roles in preventing, identifying, and reporting plagiarism. The researchers hoped that the survey could help them identify the source of the faculty's misconceptions, in order to provide more effective writing and research services to faculty and students alike.

Method

This research utilized a survey method to explore how faculty at the University of South Alabama perceive the role of the Writing Center and the Marx Library as academic support services. Because the researchers sought to identify recurring themes in faculty members' attitudes, it was necessary to solicit a large number of both closed- and open-ended responses. Moreover, the university offers face-to-face, hybrid, and online programs, meaning many faculty are rarely or never physically on campus. Because of these factors, the researchers determined that an online survey would be the most appropriate choice for collecting data.

The survey was initially created with Google Forms and was then deployed using Class Climate software through the University's Office of Institutional Effectiveness, which sends survey links directly to the official university email addresses of selected participants. The researchers selected this method because it allowed them to reach a large number of faculty and easily review the data compiled in a University report and as CSV files. Moreover, because Class Climate software is widely used at the institution, faculty are accustomed to receiving surveys and are generally comfortable participating.

Participants

The researchers chose to survey faculty at the University of South Alabama, as they were identified as the population most likely to encounter academic misconduct in students. Although staff and students also deal with academic misconduct in various capacities, faculty are usually held responsible for preventing, identifying, and reporting academic misconduct. Therefore, faculty were identified as the population most interested in academic integrity support provided by the Writing Center or Marx Library.

The participants in this research were faculty members at the University's College of Arts and Sciences, the Mitchell College of Business, the College of Education and Professional Studies, the College of Engineering, the College of Medicine, the College of Nursing, the School of Computing, and the College of Allied Health Professions. The survey included tenured, tenure-track but untenured, non-tenure track, and part-time or adjunct faculty. The only college that did not receive the survey was Allied Health, as neither the Writing Center nor the Marx Library serve these students. However, the Writing Center and Marx Library serve students and faculty from throughout the University, in both online and face-to-face classes, so the researchers did not want to exclude faculty members from any other college.

However, the survey was self-limiting in several ways. First, participation was entirely voluntary, so participants self-selected by choosing whether to complete the survey. Second, it was not necessary to complete the entire survey in order to submit a response, so some participants answered some questions and not others. Third, because the survey was available for only one month, faculty who were on vacation or sabbatical, or otherwise not checking their email during this time, would have missed the opportunity to participate. In total, the researchers received survey responses from 138 faculty members.

Survey Instrument

The survey contained four major sections: Informed Consent, Faculty Demographics, Perceptions of the USA Writing Center, and Perceptions of the Marx Library. The first section elicited informed consent from participants, who were notified that any collected data would be stored in a password protected electronic format. Class Climate does not collect identifying information such as the participant's name or IP address. Due to the nature of the how the surveys are delivered, the researchers could not guarantee that participants would remain entirely anonymous.

The second section asked participants to identify the college for which they teach. To control the vocabulary of the responses, participants were asked to choose a single option from a checklist including all colleges at the University of South Alabama. This list included an "other" option for any participant who might fall outside the included colleges, and the survey provided an open-ended box for the participant to explain the selection of "other." This section also asked the participant to identify their current position at the University as full-time faculty, tenured; full-time faculty, tenure-track; full-time faculty, non-tenure track; adjunct or part-time faculty; or other.

The third section was divided into four parts and asked questions to gauge the faculty's perceptions of the role of the University Writing Center in providing academic support. The first part included two questions to determine whether the participating faculty member had ever "required" or "encouraged" his or her students to use the Writing Center. The second part included a list of actual or perceived responsibilities of the Writing Center, which the participant was asked to rank from "(1) MOST important to (7) LEAST important." This paper will focus on the questions concerning the Writing Center's role in educating students about plagiarism and teaching citation styles such as APA or MLA. The third part used a six-point Likert Scale to allow the participant to express how much he or she agreed or disagreed with a particular statement concerning various aspects of the Writing Center's responsibilities. This paper will focus on the responses concerning the Writing Center's role in identifying and reporting plagiarism.

The fourth section followed the same model as the third section, but it asked questions concerning if and how the

faculty require or encourage the use of the Marx Library's resources, and their perceptions of the role of the Marx Library in providing academic support. This paper will focus on the questions concerning the Marx Library's role in helping students evaluate the quality of source materials, educating students about plagiarism, and teaching citation styles such as APA or MLA.

Results

As discussed above, the researchers collected data on various aspects of faculty's perceptions of the Marx Library's and Writing Center's support services. This section will discuss the three data sets that reveal the most about the perceived roles of these services in identifying, preventing, and reporting plagiarism.

When asked to report on what they considered the most important responsibilities of the Marx Library's instruction librarians, respondents could rank a specific responsibility between one (most important) and seven (least important). Because there were seven responsibilities from which to choose, the researchers expected participants to assign a different ranking to each responsibility. However, due to a software limitation, the participants were able to identify more than one responsibility as most important. This led to a total of 230 responses identifying a responsibility as most important, though there were only 133 participants for this particular question.

The results show that "Instructing students how to locate relevant books and journal articles" was ranked most important 75 times, "Helping students evaluate the quality of source materials" was ranked most important 45 times, followed by "Providing individualized assistance in student research consultations," ranked most important 34 times. The participants assigned significantly lower rankings to the following responsibilities: "Educating students about plagiarism" (22), "Collaborating on faculty research projects" (17), "Teaching citation styles such as APA or MLA" (19), and "Developing and refining research topics" (18) (see Figure 1).

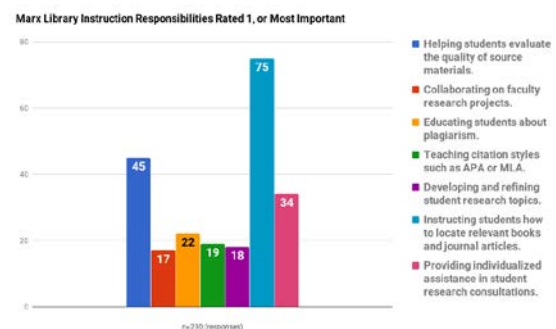


Figure 1. Faculty ranking of most important Marx Library responsibilities.

When asked to report on which Writing Center responsibilities are most important, the participants were more evenly divided. The responsibility "Helping with

logic and organization” was ranked most important by participants 49 times, followed by “Conducting writing workshops” at 39, and “Helping ESL students” at 36. “Proofreading student papers,” “Educating students about plagiarism,” and “Teaching citation styles such as APA or MLA” were ranked within 1 point of each other, at 32, 31, and 30, respectively. The lowest, by far, was “Brainstorming and discussing ideas,” which was only ranked most important 14 times. As with the section about the library, participants were able to rank more than one responsibility with 1, resulting in a total of 231 responses identifying a responsibility as most important, though there were only 134 participants for this particular question (see Figure 2).

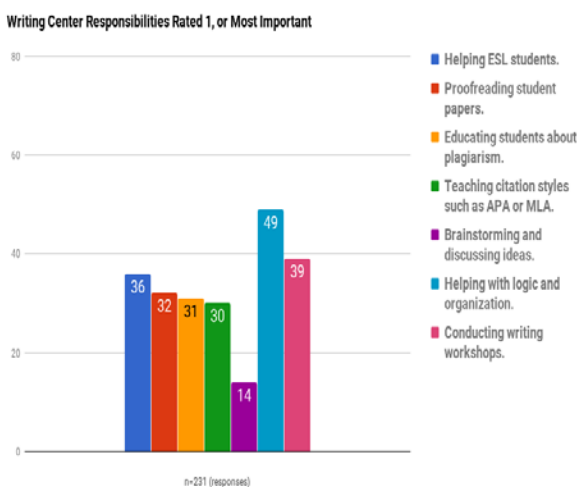


Figure 2. Faculty ranking of most important Writing Center responsibilities.

The researchers also asked a question specific to the Writing Center’s role in reporting plagiarism. Because the Marx Library’s instruction librarians rarely work with student texts in the way necessary to identify plagiarism, this question was not asked about the Marx Library. The question was in a series that asked the participants to identify whether they agreed or disagreed with a statement on a scale from 1 (strongly agree) to 6 (strongly disagree). Because participants could only select one answer for each question in this series, the number of responses reflects the number of participants (132).

The results show that 54 participants strongly agreed with the statement “The Writing Center tutors should report to faculty suspected cases of plagiarism in students papers,” with 22 agreeing (selecting two from the scale), and 24 agreeing weakly (selecting three from the scale). A total of 100 participants agreed, to various extents, that Writing Center tutors should report suspected cases of plagiarism. Significantly fewer disagreed; 12 participants strongly disagreed with this statement (selecting six from the scale). Ten participants disagreed (selecting a response of five on the scale), and nine participants disagreed weakly, selecting a response of four. Only 31 respondents disagreed with this statement to any extent (see Figure 3).

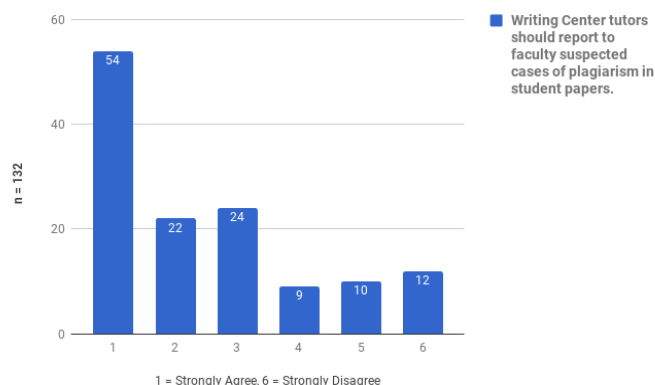


Figure 3. Faculty response to whether the Writing Center should report plagiarism.

It is worth noting that the researchers did not offer a neutral “neither agree nor disagree” option, assuming that self-selecting participants would have an interest and opinion concerning this statement. However, open-ended responses to the survey indicate the need for such an option in future investigations.

Discussion

When reviewing the data, the researchers immediately noticed the faculty’s intense concern with plagiarism, with nearly 76% of survey participants agreeing that it is the Writing Center’s responsibility to report suspected incidents of academic misconduct. This finding is to be expected, considering that the University has experienced an upswing in all types of academic misconduct, especially plagiarism. In response, the University of South Alabama has formed an ad hoc Academic Integrity Committee, on which both researchers serve. This committee has identified numerous problems faced by faculty when trying to prevent, identify, report, and penalize academic misconduct. The results of the survey underscore these problems, especially concerning the effective prevention of plagiarism.

The results indicate that faculty have a poor understanding of both the day-to-day tasks and overarching goals of the Writing Center and the Marx Library instruction librarians, and how those goals are essential to preventing plagiarism. The results indicate an emphasis on providing immediate services to students, rather than providing instruction that addresses the underlying issues of plagiarism. Moreover, the results suggest that faculty do not understand the Library’s and the Writer Center’s larger pedagogical objectives to provide not quick-fixes but comprehensive training in information literacy and writing skills development. These findings correlate strongly with the experiences described by North (1984) and Leahy (1990), in terms of the misconception that tutors are primarily responsible for checking grammar and mechanics as opposed to helping clients brainstorm and facilitating discussions of ideas. Likewise, libraries are frequently expected to make it easier for faculty to help students,

without regard to librarians' overarching instruction goals and stake in student success (Hartzel, 1997).

A prime example of this is that for the Marx Library instruction librarians, "Instructing students how to locate relevant books and journal articles" was ranked as the most important responsibility 75 times, nearly 33% of the total responses. Certainly helping students locate research materials is an important part of an instruction librarian's work. Nevertheless, a large part of this requires simple "point and click" demonstrations of databases or the online catalog, which can be and are in practice largely provided by library staff rather than librarians, and which students can quickly learn to do on their own. Moreover, simply helping students find materials in the library does nothing to help them to understand the value of information or how to use the information appropriately. One of the responsibilities related to this goal, "Helping students evaluate the quality of source material," did receive the second highest ranking, with almost 20% of responses ranking it as most important.

However, the faculty largely ignored the types of services that truly help students engage with information and participate in scholarship as a conversation. For example, the responsibility for "Developing and refining student research topics," was ranked most important only 18 times, a total of 7% of the responses. Working with a student to identify research interests is an extremely valuable practice, as it allows a librarian to identify the student's information needs (Fister, 1993; Hook, 2005). More important to the prevention of plagiarism, working with a student in the early stages of a research project allows a librarian to guide the student toward original, interesting topics and engage in scholarly conversation in meaningful ways. In the survey, the faculty's number one expectation of the instruction librarians was that they help students in the straightforward task of locating materials. However, the *ACRL Framework for Information Literacy for Higher Education* emphasizes training students to determine the quality of sources and working closely to help them discover their own approaches to research topics. Such instruction does much more to support information literacy and, therefore, the appropriate use of source material (Association of College and Research Libraries, 2016).

The responses concerning the Writing Center were similarly focused on providing immediate services. The researchers found it encouraging that 35 of the responses (around 15% of the total) considered "Helping with logic and organization" to be the most important priority. However, the lowest ranked responsibility was "Brainstorming and developing ideas," which was ranked as most important responsibility only 15 times, around 6% of the total responses. As with the library, if faculty members expect the Writing Center to prevent plagiarism, tutors should be encouraged to provide assistance to students in the earliest stages of writing. However, faculty seem to prioritize intervention, giving higher rankings to services provided later in the writing process. For example, "Proofreading student papers" was ranked most important 32 times, around 14% of the total responses, more than

twice that of brainstorming and developing ideas. Proofreading, however, is a lower order concern, to be done in the final stages of writing. Fixing mechanical, grammatical, and spelling errors does not address the misuse of outside sources that results in most plagiarism.

The high ranking given to "Teaching citations styles such as APA and MLA" also underscores a preference for intervention rather than prevention. However, students do not typically add citations during the early stages of the writing process, which is why the safe spaces provided by libraries and writing centers are particularly valuable for providing guidance in using sources without penalizing students for errors in early drafts (Burane, 2009). In addition, a majority of respondents indicated a belief that the Writing Center should report instances of plagiarism; however, this would severely undermine students' perception of the Writing Center as a space to learn without reprisal. These results are especially interesting in light of how many times the responsibility of "Educating students about plagiarism" was ranked most important (31 times, or about 13% of the total). It seems that faculty want the Writing Center to prevent plagiarism, but they seem unsure of the strategies and policies necessary to do so.

The survey results demonstrate a disconnect between faculty's perceptions of academic support services and the actual goals of these services. In other words, students might receive assistance from the Marx Library instruction librarians or the Writing Center tutors, based on these services' specific pedagogical objectives, which conflict with their professors' expectations. This can be seen in a student who visits the library and receives excellent advice from a librarian on how to focus the paper topic and begin conducting research, only to disappoint the professor by not bringing in a copy of an article that meets an assignment's exacting parameters. The librarian has succeeded by instilling in the student a better understanding of the research process, but to the professor, the librarian has failed by not providing a "quick fix" and simply handing the student the specified article. Similarly, a student might visit the Writing Center, where a tutor provides guidance on integrating source material through paraphrasing and quoting but does not provide lower order corrections of the student's references page, leading to the professor expressing displeasure that the Writing Center did not "fix" the student's paper. In both scenarios, a misunderstanding of the roles played by the library and the Writing Center leads to disappointment on the parts of the student, the faculty member, and those providing the support service. When it comes to plagiarism, however, this miscommunication can result in more than frustration. The kinds of services faculty expect—such as locating a specific article or correcting a student's mechanical errors—are not the same kinds of services that are most effective in preventing plagiarism.

Conclusion

The results of the survey indicate that faculty identify that the Marx Library instruction librarians and the Writing Center tutors have a role to play in preventing plagiarism, but the services and the faculty come to different

conclusions on exactly how to perform that role. The survey addressed faculty perspectives on many issues; the researchers were not expecting results so revealing of faculty attitudes toward plagiarism. In order to uncover more precise details on how faculty view the library and the Writing Center as agents in preventing and identifying plagiarism, the researchers hope to conduct further surveys with questions specifically about academic misconduct.

In the meantime, the best way to address faculty misconceptions is to maintain open and comfortable communication with faculty members (Auer & Krupar, 2001; Goddu, 2011). Thus, the Marx Library and the

Writing Center should do more than serve students one-on-one. These support services should also seek out ways to collaborate with faculty, by helping them design research projects, providing in-class instruction sessions and workshops, and embedding librarians or tutors in online course sites. By providing comprehensive support for both faculty and students, the Marx Library and the Writing Center can move away from the notion that they just do quick fixes and instead accentuate their ultimate goals of providing information literacy instruction and guiding students in the appropriate and meaningful use of source materials.

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INSTITUTIONAL REVIEW BOARD
April 14, 2017

Principal Investigator:	Stephanie Ard, MA, MLIS		
IRB # and Title:	IRB PROTOCOL: 17-109 [1047314-1] Faculty Perceptions of Instructional Support Services		
Status:	APPROVED	Review Type:	Exempt Review
Approval Date:	April 14, 2017	Submission Type:	New Project
Initial Approval:	April 14, 2017	Expiration Date:	
Review Category:	Category: 45 CFR 46.101 (2): Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior		

This panel, operating under the authority of the DHHS Office for Human Research and Protection, assurance number FWA 00001602, and IRB Database #00000286, has reviewed the submitted materials for the following:

- 1. Protection of the rights and the welfare of human subjects involved.*
- 2. The methods used to secure and the appropriateness of informed consent.*
- 3. The risk and potential benefits to the subject.*

The regulations require that the investigator not initiate any changes in the research without prior IRB approval, except where necessary to eliminate immediate hazards to the human subjects, and that **all problems involving risks and adverse events be reported to the IRB immediately!**

Subsequent supporting documents that have been approved will be stamped with an IRB approval and expiration date (if applicable) on every page. Copies of the supporting documents must be utilized with the current IRB approval stamp unless consent has been waived.

Notes:

Faculty Perceptions of Instructional Support Services

* Required

Implied Consent Form

Implied Consent Form for Survey: Faculty Perceptions of Instructional Support Services

PRINCIPAL INVESTIGATORS: Stephanie Evers Ard, MLIS, MA; Franklin Ard, MFA, MA

INTRODUCTION: You are invited to participate in a web-based online survey on the faculty perceptions of instructional support services, specifically the USA Writing Center and the USA Marx Library. This is a research project being conducted by Stephanie Evers Ard, Social Sciences Librarian at the USA Marx Library, and Franklin Ard, the manager of the USA Writing Center. It should take approximately 15 minutes to complete.

PARTICIPATION:

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty.

BENEFITS:

You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about how faculty perceive the services provided by the USA Writing Center and the USA Marx Library.

RISKS:

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

CONFIDENTIALITY:

Your survey answers will be collected by ClassClimate, where data will be stored in a password protected electronic format. ClassClimate does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

CONTACT:

If you have questions at any time about the study or the procedures, you may contact the principal investigators, Stephanie Evers Ard, at (251) 414-8178 or severs@southalabama.edu, or Franklin Ard, at (251) 414-8051 or franklinard@southalabama.edu.

If you feel you have not been treated according to the descriptions in this form, or that your rights as a participant in research have not been honored during the course of this project, or you have any questions, concerns, or complaints that you wish to address to someone other than the investigator, you may contact the University of South Alabama Research Compliance & Assurance Department at (251) 460-6625, Room CSAB 120, or by email at dlayton@southalabama.edu.

ELECTRONIC CONSENT:

You may print a copy of this consent form for your records. Clicking on the "Next" button indicates that:

- You have read the above information
- You voluntarily agree to participate
- You are 18 years of age or older

Faculty Perceptions of Instructional Support Services

https://docs.google.com/a/southalabama.edu/forms/d/1Vsb9b7cLP8YP5K_Dsai7IHObPHyPeJdiKh3XlcAVtY/edit

USA Institutional Review Board	
Approved:	4/14/2017
Expires:	
IRB number:	17-109/1047314-1

1/9

1. For which college do you teach?*Mark only one oval.*

- ☐ College of Arts and Sciences
- ☐ Mitchell College of Business
- ☐ College of Education
- ☐ College of Engineering
- ☐ College of Medicine
- ☐ College of Nursing
- ☐ School of Computing
- ☐ College of Allied Health Professions
- ☐ Other

https://docs.google.com/a/southalabama.edu/forms/d/1Vsb9b7cLP8YP5K_Dsai7IHObPHYPeJdiKh3XiCvVtY/edit

USA Institutional Review Board	
Approved:	4/14/2017
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2/9

2. Which discipline best represents your area of research?*Mark only one oval.*

- ☐ Accounting
- ☐ Adult Health Nursing
- ☐ African - American Studies
- ☐ Air Force Studies (AFROTC)
- ☐ Anthropology
- ☐ Audiology
- ☐ Biology
- ☐ Biomedical Sciences
- ☐ Business
- ☐ Cardiorespiratory Care
- ☐ Chemical & Biomolecular Engineering
- ☐ Chemistry
- ☐ Civil Engineering
- ☐ Classical Languages
- ☐ Communication
- ☐ Community/Mental Health Nursing
- ☐ Computer Science
- ☐ Cooperative Education and
- ☐ Criminal Justice
- ☐ Cyber Assurance
- ☐ Developmental Studies
- ☐ Dramatic Arts
- ☐ Economics and Finance
- ☐ Education
- ☐ Electrical and Computer Engineering
- ☐ Emergency Medical Services Training
- ☐ English
- ☐ English as a Second Language
- ☐ Gender Studies
- ☐ Geography
- ☐ Geology
- ☐ Gerontology
- ☐ Health Informatics
- ☐ Health, Kinesiology and Sport
- ☐ History
- ☐ Hospitality and Tourism Management
- ☐ Information Systems
- ☐ Information Technology

https://docs.google.com/a/southalabama.edu/forms/d/1Vsb9b7cLP8YP5K_Dsai7IHObPHYPeJdiKh3XiCAVvTY/edit

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IRB number:	17-109/1047314-1

3/9

4. Have you encouraged students to visit the USA Writing Center?*Mark only one oval.*

- ☐ Yes
- ☐ No

5. Have you ever made it mandatory for your students to visit the USA Writing Center?*Mark only one oval.*

- ☐ Yes
- ☐ No

6. Have you offered incentives (such as bonus points) for students to visit the USA Writing Center?*Mark only one oval.*

- ☐ Yes
- ☐ No

7. Please rank the following responsibilities of the USA Writing Center from (1) MOST important to (7) LEAST important. **Mark only one oval per row.*

	1	2	3	4	5	6	7
Helping ESL students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofreading student papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating students about plagiarism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching citation styles such as APA or MLA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brainstorming and discussing ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping with logic and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting writing workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Which group of clients should Writing Center instruction prioritize? Please rank from 1 (highest priority) to 8 (lowest priority). **Mark only one oval per row.*

	1	2	3	4	5	6	7	8
English Composition students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underclassmen (freshmen & sophomores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upperclassmen (juniors & seniors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nontraditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a Second Language students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree with the following st
https://docs.google.com/a/southalabama.edu/forms/d/1Vsb9b7cLP8YP5K_Dsai7IHObPHYPeJdiKh3XicAVvTY/edit

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5/9

- ☐ Interdisciplinary Studies
☐ International Education
☐ International Studies
☐ Leadership and Teacher Education
☐ Literature
☐ Management
☐ Marine Sciences
☐ Marketing
☐ Maternal-Child Health Nursing
☐ Mathematics
☐ Mechanical Engineering
☐ Meteorology
☐ Military Science
☐ Modern Languages
☐ Music
☐ Occupational Therapy
☐ Philosophy
☐ Physical Therapy
☐ Physician Assistant Studies
☐ Physics
☐ Political Science
☐ Professional Studies
☐ Psychology
☐ Radiological Sciences
☐ Social Work
☐ Sociology
☐ Speech Pathology
☐ Statistics
☐ Visual Arts

3. What is your current position?

Mark only one oval.

- ☐ Full-time faculty, tenured
☐ Full-time faculty, tenure-track
☐ Full-time faculty, non-tenure track
☐ Adjunct or part-time faculty
☐ Other: _____

Instructional Support Services: USA Writing Center

Please answer the following questions about the USA Writing Center.

https://docs.google.com/a/southalabama.edu/forms/d/1Vsb9b7cLP8YP5K_Dsai7IHObPHYPeJdiKh3XicAVvTY/edit

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4/9

(1 - very strongly agree, 2 - strongly agree, 3 - agree, 4 - disagree, 5 - strongly disagree, 6 - very strongly disagree)

9. Writing Center tutors are responsible for correcting all errors in a student's paper.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

10. Writing Center tutors should report to faculty suspected cases of plagiarism in student papers.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

11. Students should be required to visit the Writing Center at least once during their time at USA.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

12. My students' writing improves after they visit the Writing Center.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

13. Writing Center tutors should be English majors.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

14. Do you have any other comments or thoughts you would like to share about the responsibilities of the USA Writing Center?

Instructional Support Services: Marx Library Ins

Please answer the following questions about USA's Marx Library.

https://docs.google.com/a/southalabama.edu/forms/d/1Vsb9b7cLP8YP5K_Dsai7IHObPHYPeJdiKh3XicAVvTY/edit

USA Institutional Review Board	
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Expires:	
IRB number:	17-109/1047314-1

19. Which group of clients should the Marx Library INSTRUCTION librarians prioritize? Please rank from 1 (highest priority) to 8 (lowest priority). *

Mark only one oval per row.

	1	2	3	4	5	6	7	8
English Composition students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underclassmen (freshmen & sophomores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upperclassmen (juniors & seniors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nontraditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a Second Language students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree with the following statements?

(1 - very strongly agree, 2 - strongly agree, 3 - agree, 4 - disagree, 5 - strongly disagree, 6 - very strongly disagree)

20. Students should be required to receive library instruction at least once during their time at USA.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

21. The quality of my students' research improves after receiving library instruction.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

22. I should have the final say as to what librarians teach during instruction sessions for my classes.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

23. The instruction librarians are well qualified to teach my students how to find, evaluate, and use research in my specific academic field.

Mark only one oval.

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

24. I feel comfortable asking a librarian for help with my own research projects.*Mark only one oval.*

	1	2	3	4	5	6	
very strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very strongly disagree

25. Do you have any other comments or thoughts you would like to share about the INSTRUCTION responsibilities of the Marx Library?

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15. **Have you encouraged students to receive research assistance from one of the librarians at the Marx Library?**

Mark only one oval.

- ☐ Yes
☐ No

16. **Have you ever made it mandatory for students to receive research assistance from one of the librarians at the Marx Library?**

Mark only one oval.

- ☐ Yes
☐ No

17. **Have you offered incentives (such as bonus points) for students to receive research assistance from one of the librarians at the Marx Library?**

Mark only one oval.

- ☐ Yes
☐ No

18. **Please rank the following INSTRUCTION responsibilities of the Marx Library from (1) MOST important to (7) LEAST important. ***

Mark only one oval per row.

	1	2	3	4	5	6	7
Helping students evaluate the quality of source materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating on faculty research projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating students about plagiarism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching citation styles such as APA or MLA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and refining student research topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructing students how to locate relevant books and journal articles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing individualized assistance in student research consultations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SELA/GENERAL NEWS:

SELA University and College Library Section NEW VOICES PROGRAM: Call For Presenters

Attention new librarians: The Southeastern Library Association wants to hear from you!!

Are you looking for a great opportunity to present and publish? Please consider submitting a paper for consideration as part of our New Voices Program. New Voices provides professional librarians with less than five years of experience a chance to present and publish ideas and perspectives on current library issues.

Writers of the top selections will be chosen by a panel of peers and invited to present their papers at the 2018 South Carolina Library Association/Southeastern Library Association Joint Conference October 31-November 2, 2018, in Greenville, SC (related expenses, including registration, not included). In addition, the winning selection will be announced during the SELA Awards Ceremony at the conference and will appear in *The Southeastern Librarian*, the official quarterly peer-reviewed journal of the Southeastern Library Association. Guidelines for submission: <http://www.selaonline.org/sela/publications/SEIn/guidelines.html>

Please submit papers for consideration by FRIDAY, SEPTEMBER 14, 2018 to Kevin Shehan, 2018 Chair of the SELA University and College Libraries Section/New Voices program, at kshehan@uscupstate.edu

(This program is sponsored by the University and College Libraries Section of SELA)

Outstanding Southeastern Library Program Award

SELA recognizes an outstanding program of service in an academic, public, school, or special library in a Southeastern Library Association member state.

Criteria

1. Any academic, public, school, or special library in the member states of the SELA may be cited for an outstanding program of service. Programs of service may include, but are not limited to library activities, projects, or programs.
2. The program of service must take place during the biennium in which the nomination is made.
3. The minimum time span for a nominated library program must not be less than three months, including the development and evaluation stages of the program.

4. The person making the nomination must be a member of SELA.

5. Nomination applications for the award should include the following information:

- SELA member's name
- Library's name, address, telephone number
- Beginning and ending dates of the program
- Narrative statement describing the program
 - goals and steps to achieve the goals
 - special contribution of the program/project
- Supporting documents related to program publicity

For more information contact:

J. W. McRee
Librarian and Curator of the Dr. N. Lee Morris Gallery
Drs. Bruce and Lee Foundation Library
Florence County Library System
509 S. Dargan Street
Florence, SC 29506

843-292-7363
bmcree@florencelibrary.org
<http://www.florencelibrary.org>

The deadline is August 15.

LIBRARY NEWS

North Carolina

NCSU Libraries

3D “ARt” exhibit opens at Hunt Library

Sometimes the art isn’t actually there.

“ARt: Augmented Reality in 3D” is an AR exhibit—accessed via Snapchat—in the Hunt Library's Technology Showcase. Students in College of Design professor Emil Polyak’s Digital Modeling course (ADN 423) created virtual models that you can view through your cell phone. Polyak also contributed two models, as did the Libraries’ Digital Research and Scholarship Librarian Markus Wust. The exhibit will run through the summer.



To view “ARt,” open the Snapchat mobile app on your phone, point the phone at the colorful image, or target, in the Technology Showcase, and take a picture of it. After a few moments, the 3D digital model will pop up inside the app. You can then select the model to view in augmented reality.

Augmented reality mixes virtual content with the real world, often with digital images added to a person’s view of reality through a phone camera, as in the Pokemon Go! Game, or through a high-tech headset such as Microsoft’s HoloLens.

Polyak’s students used a computer animation and modeling software called Maya (available on PC workstations at the Libraries) to design their models. Then, they uploaded them to Snapchat as “Snapchat lenses” using free software called Snapchat Lens Studio.

The seven models in the exhibit include “Trash Bandit” by Emily Parker (Senior, Art and Design), a comical take on the nickname given to raccoons; “Islamic Lantern” by Rakan DiarBakerli (Graduate student, Art and Design Animation), which features an ornate take on traditional Islamic geometric designs; Polyak’s “Monkey King,” which digitally reconstructs a traditional Taiwanese hand puppet of a Chinese mythological character; and Wust’s “First Walkman,” which pays homage to the popular personal stereo audio cassette player.

Visualization With a Conscience

*The Immersive Scholar Program’s First Resident Artists
Visualize Data Through Activist Lenses*

Keep your eye on the video walls at the Hunt Library this fall. You’ll see events and exhibits information and content from student contests as usual. But you’ll also see #MeToo data generating stained glass window designs and poverty statistics shaping the plumage of birds of paradise. Data has never looked so good.

Three resident artists will create these spectacular visualizations through the NCSU Libraries’ [Immersive Scholars](#) program, part of a \$414,000 project grant awarded to NC State by the Andrew W. Mellon Foundation last year. The grant project, entitled “[Visualizing Digital Scholarship in Libraries and Learning Spaces](#),” continues the Libraries’ pioneering work with large-scale, research visualization technologies and supports the advancement of

tools and techniques for developing and sharing such visual content for research.



Artists, scholars, and creative technologists submitted project proposals to an open call in January for a four-to-six-week residency. Two of the three eventual residents have been chosen. Their projects will use data creatively, in collaboration with librarians, to produce immersive scholarly visual content for one or more of the large-scale digital walls in the Hunt Library—including the Art Wall, the iPearl Immersion Theater, the Commons Wall, and the Visualization Wall.

Data + visualization = storytelling

For the Libraries, the program offers a way to move large-scale visualization forward as a still-emerging research field. For the resident artists, it’s a unique opportunity to tell the stories hidden in big data.

PERSONNEL NEWS:

Georgia

Robert Taylor has joined the faculty of Valdosta State University Odum Library, Valdosta, Georgia as an Assistant Professor and Acquisitions/Cataloging Librarian. Robert began his new position on July 1, 2018. Robert received his Master’s of Library Science from Valdosta State University in 2018 and has been employed in other positions at Valdosta State University Odum Library since November 2010.

North Carolina

NCSU Libraries

SLA Tabs Heidi Tebbe as “Rising Star”

*Engineering and Data Science Librarian Lauded for
Leadership and Problem Solving*

The [Special Libraries Association](#) (SLA) has named **Heidi Tebbe** one of five [SLA Rising Stars](#), an annual honor given to early-career professionals who have demonstrated leadership and the ability to creatively solve problems. Tebbe, the Libraries’ Collections & Research Librarian for Engineering and Data Science, will be recognized during

the association's 2018 Annual Conference in Baltimore in June.



**Jennifer Garrett Chosen for ARL
Leadership Program**

*Elite Professional Development Opportunity for Digital
Research Education & Training Head*

Jennifer Garrett, the Libraries' Head of Digital Research Education & Training, has been selected by the Association of Research Libraries (ARL) to participate in their 2018-19 [Leadership and Career Development Program](#) (LCDP).

The LCDP is a yearlong program to prepare mid-career librarians from historically underrepresented racial and ethnic groups to take on leadership roles in their careers and in the profession at large. The program addresses the need for research libraries and archives to develop a more diverse professional workforce that can contribute to library success in serving the research, teaching, and learning of increasingly diverse scholarly and learning communities.



**Langston Chosen for Institute for Early Career
Librarians**

*Participants Will Focus on Collaboration and Connections
Around Library Issues*

The University of Minnesota Libraries has invited **William Langston**, the Libraries' Student Success and Engagement Librarian, to its week-long [Institute for Early Career Librarians](#) in mid-July.



Since 1998, the biennial institute has gathered [26 early-career college and university librarians](#) who are from traditionally underrepresented groups and are in the first three years of their professional careers. The 2018 Institute will focus on making connections between significant issues facing libraries and archives and the leadership required to develop collaborations, innovations, and new services in these areas. Leadership and managerial concepts and specific skills will be introduced in the context of major issues presented by expert faculty.

Collins to Attend Harvard Leadership Institute
*Emphases Include Planning, Strategy, and
Transformational Learning*

Maria Collins, Head of Acquisitions and Discovery, has been selected to attend the Harvard Leadership Institute for Academic Librarians (LIAL) this summer.



Part of the Harvard Institutes for Higher Education programs, the weeklong institute helps librarians develop a long-range vision for their libraries so that they are better able to respond to emerging informational and institutional needs. The program focuses on three areas of leadership—planning, organizational strategy and change, and transformational learning.

Jessica Serrao Receives Travel Award from Society of American Archivists

Library Associate to Co-present Talk, Chair Education Session at Washington, D.C. Meeting

Library Associate **Jessica Serrao** is the 2018 recipient of the [Donald Peterson Student Travel Award](#) given by the [Society of American Archivists](#) (SAA).

Serrao, who is pursuing a graduate degree in library and information science with a concentration in archives and records management and certificate in digital curation at UNC-Chapel Hill, will be recognized at a ceremony during the Joint Annual Meeting of the Council of State Archivists, National Association of Government Archives and Records Administrators, and SAA in Washington, D.C., August 12-18.



The goal of the scholarship is to stimulate greater participation in the activities of SAA, such as presenting research or actively participating in an SAA-sponsored committee or section.

Vandegrift heads to Europe on Fulbright

Micah Vandegrift, our new Open Knowledge Librarian, will be a 2018-2019 Fulbright-Schuman Innovation Fellow studying open research practices and infrastructure in The Netherlands and Denmark. He will work with the University of Maastricht Libraries Research Support Programme and the Royal Danish Library to research practices used by libraries to connect open scholarship policies to researchers.



His project, titled “Open Scholarship Policies and Technologies: The European Research Library as a Model for Advancing Global Scholarly Communication,” will study information policy shifts in the European Union toward an “open scholarship” model and will examine those policies effects on the role of a research librarian. Additionally Vandegrift will explore how the global library community can develop models to push toward a more socially just research ecosystem.

UNC Chapel Hill

The University Libraries is pleased to announce the appointment of **Lauren Bellard** as the North Carolina Historic Newspapers project librarian. She will be based in the North Carolina Collection at the Wilson Special Collections Library.

In this position, Lauren will oversee day-to-day operations of the North Carolina Historic Newspapers project. This effort, funded by a grant from the National Endowment for the Humanities, provides scanned pages of significant North Carolina newspapers to the Library of Congress for its [Chronicling America](#) project. She will ensure that technical requirements are met, prepare metadata and track the movement of microfilm and digital files between the North Carolina State Archives, the Library of Congress and the project vendor.

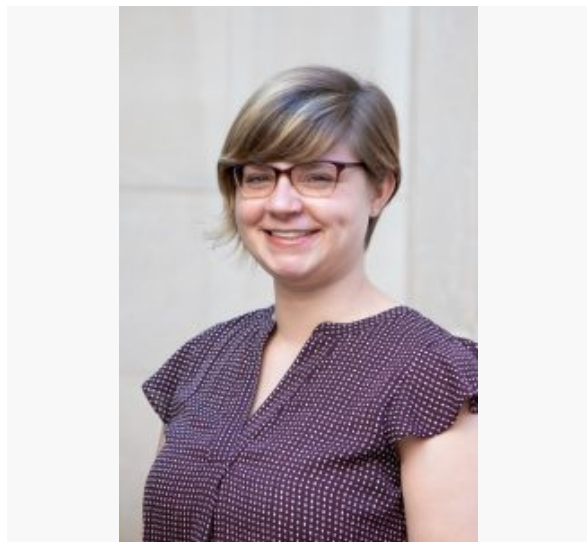


Prior to this appointment, Lauren worked in the North Carolina Collection as a temporary project librarian.

Lauren holds an M.S.L.S. from the School of Information and Library Science at the University of North Carolina at Chapel Hill, an M.A. in art history, theory and criticism from the School of the Art Institute of Chicago and a B.A.

in art history from the University of North Carolina at Asheville.

Megan Fratta started in the role of community outreach and global health librarian.



In this position based at the Health Sciences Library, Megan will collaborate with statewide and University health outreach and research projects. She will provide information and education services to support evidence-based practice and will build relationships with practitioners, researchers and students working on global health projects.

Megan will also present patient literacy concepts to health professionals and students working in community hospitals, health centers and primary care practices in rural and underserved communities in North Carolina. She will also provide teaching and consultation related to health literacy and best practices in patient communication.

Prior to this appointment, Megan worked as a contract librarian at the Health Sciences Library at the University of North Carolina at Chapel Hill. She served in 2016-17 as an Associate Fellow at the National Library of Medicine.

Megan holds an M.L.S. from the College of Information Studies at the University of Maryland, College Park, and a B.A. in health administration and policy with a minor in management of aging services from the University of Maryland, Baltimore County.

Nancy Lovas became the Entrepreneurship and Business Librarian on June 11.



In this role, Nancy will help people develop their entrepreneurial ideas, explore markets for those ideas and find funding. She will serve as a resource for individual entrepreneurs, small business owners, campus and local business incubators and startup accelerators.

Nancy will also build library collections in her areas of expertise, and will provide research consultations, instruction and course development support for entrepreneurship, economics and business classes. She will be part of the social sciences collection development team and will work closely with the Library Research Hub staff, the librarian at Kenan-Flagler Business School and the information professionals that support Innovate Carolina and the Office of Technology Commercialization.

Prior to this appointment, Nancy worked as the business reference and research specialist for the Science, Technology and Business Division of the Library of Congress in Washington, D.C.

Nancy holds a M.S. in library and information science from the University of Maryland, College Park, and a B.A. in economics from Berry College, in Rome, Georgia.

Tennessee

Martha Earl, MSLS, AHIP, is now the Director of the Health Information Center/Preston Medical Library at The University of Tennessee Medical Center. Martha Earl has worked in the Health Information Center/Preston Medical Library for the past 20 years, beginning as Reference Coordinator and has been the Assistant Director for the last 10 years. Earl is also an associate professor in the UT Graduate School of Medicine.



Martha has extensive experience in all aspects of medical librarianship and performs all duties from instruction in library sciences to medical student curriculum or consumer health information with enthusiasm and knowledge. Her skills in leadership, development skills and participation in professional library organizations makes her the perfect choice to lead this library into continued success for many years to come.

Sue Knoche, Medical Library Assistant, Cataloging, Serials, Acquisitions at the East Tennessee State University Quillen College of Medicine Library, Johnson City, TN was awarded the prestigious ETSU Distinguished Staff Award in recognition of outstanding service and dedication to the University 2018, in May. This award included a monetary prize.



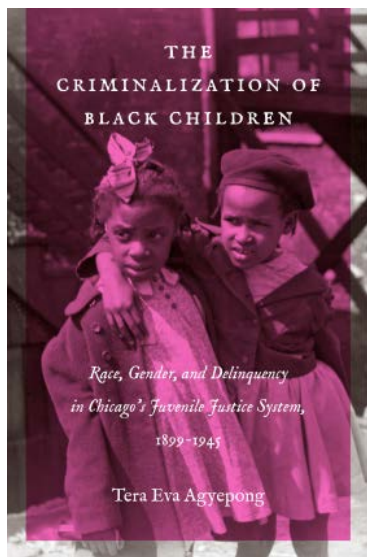
Heather Lanier, a Library Associate at the John P. Holt Brentwood Library, Brentwood, TN passed away suddenly June 4, 2018. She was a young vibrant, wonderful, charismatic individual. A respected leader, teacher, colleague and friend who always helped people with a welcoming smile. She served as Vice President-President Elect of TLA to become president July 1st, however under the circumstances the current TLA President Jeffie Nichols has agreed to stay another year as President. Heather was a world traveler, a crusader for many charitable causes, and

a lover of family, all animals, and friends. Her legacy will carry on in the hearts and minds of the countless lives she touched.



BOOK REVIEWS

The Criminalization of Black Children: Race, Gender, and Delinquency in Chicago's Juvenile Justice System, 1899-1945. Tera Eva Agyepong. Chapel Hill: University of North Carolina Press, 2018. ISBN 978-1-4696-3644-3 (pbk.: \$24.95), 978-1-4696-3865-2 (hard.;\$90.00), 978-1-4696-3866-9 (Ebook; \$18.99). 196 p.



Today's national news breaks Chicago crime statistics on a daily and weekly basis. Over a three day period this week (May 1-4, 2018), the report on CNN was startling: "40 murders in three days, men, women and children". Crime statistics for Chicago soars and drops each week but remains steady as a national disaster.

Dr. Tera Agyepong, an attorney and professor of history, provides a highly readable and emotionally charged body of historical research on juvenile justice in Chicago and Illinois, between 1899 and 1945.

Black children and white immigrant children who were truant, undisciplined, and victims of neglect and poverty were judged as adults and had no juvenile court to hear their pleas for help. This resulted in adult legal rulings and incarceration in adult facilities where abuses and little to no rehabilitation for children existed.

A national movement to establish juvenile courts and juvenile justice systems attracted the attention of Chicago's legal, social services and law enforcement citizens.

Reading the many pages of intense research by Dr. Agyepong we see the evolution of the establishment of a juvenile court system and separate incarceration facilities for juveniles.

Well meaning but with abundant abuses the resulting court and facilities mirrored the adult penal system. My heart sank as I read of abuses and tragedies heaped upon black

children and white immigrant children from "well-meaning" advocates of the newly established separate system.

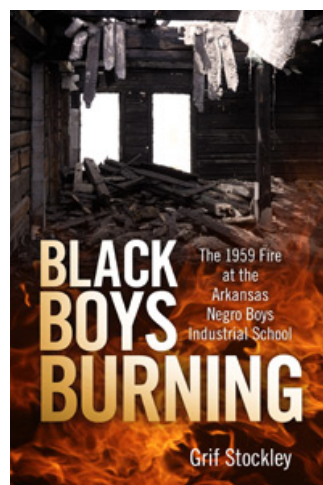
While reading Dr. Agyepong's excellent research, I reflect upon the current news headlines for Chicago's crime rate, "40 deaths in a 3 day period". Might the prison systems, both juvenile and adult, have any factoring in what is going on today in Chicago?

Something isn't right in "Whoville"!

Agyepong's research is a very good resource for students and faculty in juvenile justice courses and American legal history studies. Recommended for public and academic libraries

Carol Walker Jordan, Ph.D. MLIS
Librarian, Research Consultant

Black Boys Burning: The 1959 Fire at the Arkansas Negro Boys Industrial School. Grif Stockley. Jackson: The University Press of Mississippi, 2017. ISBN 978-1-4968-1269-8. 210 p. \$35.00



Try to imagine it is 1959 and you are confined to a room in an old dilapidated wooden dormitory with only one door to exit the room and with windows sealed with locked metal screens. You are there with 68 other boys when smoke begins billowing from the ceiling and panic erupts around you. The one exit door is locked from the outside.

Then imagine you are a mother of one of these boys and you learn on the radio of a fire that consumed 21 lives of the 69 boys. The horror of your son being in the Arkansas Negro Boys Industrial School that day and perishing in that fire fell beyond imagination.

Grif Stockley presents a detailed narrative of the place in Arkansas history of the Fire, of the "history of the school, a

fresh understanding of the broad implications of white supremacy”.

Stockley’s research “adds to an evolving understanding of the Jim Crow South, Arkansas’s history, the lawyers who capitalized on this tragedy, and the African American victims”. (cover fly)

To those who see Arkansas as a place where racism and white supremacy dominated the 1950s through the 1970s, there will be ample justification through Stockley’s research to support those impressions. From the Governor Orval Faubus to the staff of the School, racism and white supremacy led to the fire and continued to affect the juvenile justice system and educational access for Negro children for decades in Arkansas.

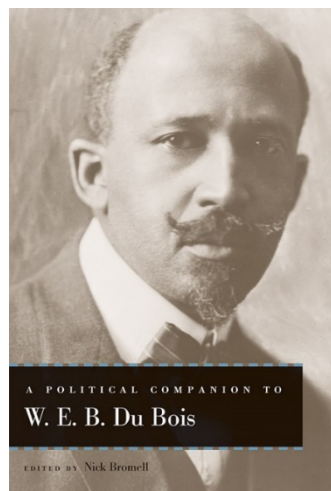
Thanks to Gif Stockley as this book is an excellent addition for any faculty or student collection on juvenile justice, Arkansas history, and white supremacy in the South. However, at times it is a painful read as it warns in the title: “Black Boys Burning..”

Imagine, it is 1959 and you are one of the mothers of the boys who were confined to that dormitory at the Arkansas Negro Boys Industrial School. Then imagine what 69 mothers might have accomplished if they had organized and marched on the offices of Orval Faubus. Would history write the story a different way?

Recommended for academic libraries, public libraries and book clubs.

Carol Walker Jordan, Ph.D. MLIS
Librarian and Research Consultant

A Political Companion to W.E.B. Du Bois. Nick Bromell, ed. Lexington: The University Press of Kentucky, 2018. ISBN: 978-0-8131-7490-7 (hardcover; al. paper), ISBN: 978-0-8131-7493-8 (epub.), ISBN: 978-0-8131-7492-1 (pdf), 364 p. \$80 all formats.



Around twenty years ago I went on a W.E.B. Du Bois reading binge. While I was, of course, aware of Du Bois as an important African American intellectual and had read a few short (probably excerpted) pieces by him, I had never actually read him in depth. As it was, I only read a fraction of his copious output but it did include his famous work, *The Souls of Black Folk*, one of his autobiographies, and a volume of his collected works. The experience was profound: his sociological, historical, political, and personal observations on the plight of African Americans and race relations were astute, disturbing, and still, in the twenty-first century, very relevant to our racial dilemmas of today. During his extremely long lifetime (1868-1963), Du Bois was truly active as an academic researcher, civil rights pioneer, very prolific author, and peace activist.

As editor Nick Bromell (professor of English, University of Massachusetts, Amherst) states, “W.E.B. du Bois was not in any obvious sense a political theorist” (1). However, as the eleven chapters of this book demonstrate, Du Bois’s work was indeed of a very political nature. Actually, Du Bois was, in many ways, a socialist and he frequently wrote about socialism. While not a communist, he did sympathize to some extent with communism, and this caused him some grief with government officials during the cold war era. He may not have been “a political theorist,” but du Bois was definitely a politically engaged person. *A Political Companion to W.E.B. Du Bois* consists of eleven chapters written by eleven different scholars who analyze selected portions of Du Bois’s writings in terms of political theory.

All eleven contributors to this volume are academics with five specializing in Politics, Political Science, or Government; three specializing in English (one of whom also specializes in African American Studies); and three in Philosophy. All contributions are of interest but, as is usual in a multi-author collection, the quality of writing and scholarship varies but every chapter is worth reading.

Among the best contributions is Chapter 9, “The Cost of Liberty: Sacrifice and Survival in Du Bois’s *John Brown*” by Alexander Livingston, assistant professor of Government at Cornell University. Livingston clearly identifies the significance (and political position) of Du Bois’s assessment of John Brown in American history while writing in 1909, an era when the Lost Cause interpretation of the Civil War was gaining traction. Says Livingston, “From within this nadir of Jim Crow revisionism, Du Bois’s conclusion that ‘John Brown was right’ rang out, as an indictment of the nation’s acquiescent acceptance of Reconstruction’s defeat and called his readers to continue agitating for racial equality” (208).

One finds another example of clear analysis of the political thinking of Du Bois in Chapter 10, “A Splendid Failure? *Black Reconstruction* and Du Bois’s Tragic Vision of Politics” by Vijay Phulwani, a doctoral candidate in the Department of Government at Cornell University. Analyzing Du Bois’s major 1935 book, *Black Reconstruction in America*, Phulwani writes, “Instead, he

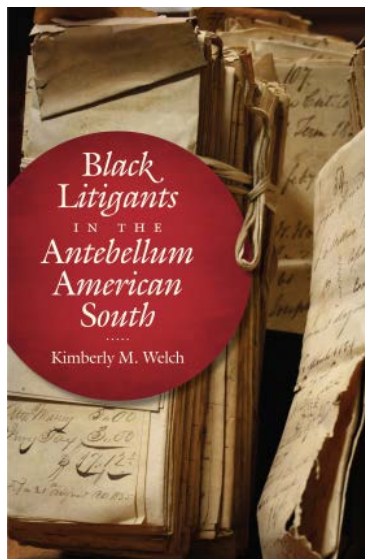
used *Black Reconstruction* to invert the tragic legend, showing how the real harm done to American democracy was not the rule of ‘black Republicanism’ but the reimposition of white supremacy, which both stymied the practical possibility of political progress and closed white Americans off to the historical self-understanding they needed to make sense of their own condition” (272).

The primary audience for *A Political Companion to W.E.B. Du Bois* is an academic one: upper level undergraduates through post-doctoral researchers and faculty members in African American Studies, Political Science, and American History. This title is recommended to college and university libraries collecting in these areas and perhaps to larger public libraries bearing in mind that the book is not really suited to the casual reader.

Having now reviewed this excellent volume, my interest in going on another W.E.B. Du Bois reading binge has been rekindled twenty years later.

Tim Dodge
Auburn University

Black Litigants in the Antebellum American South. Kimberly M. Welch. Chapel Hill: University of North Carolina Press, 2018. ISBN 978-1-6496-3643-6 (hard.: \$39.95), 978-1-4696-3645-0 (Ebook; \$29.99) 328 p.



Kimberly Welch piqued my curiosity simply by her choice of a title for her research, “Black Litigants in The Antebellum American South”. Was she going to paint a picture for us of “gloom and doom” for black litigants in those years?

In the years between the War of 1812 and the beginning of the Civil War in 1861, “so called The Antebellum Years”, in the Natchez district of Mississippi/Louisiana, Welch says “black people sued white people in all white courtrooms”.

Found legal documents revealed enforcement of contracts, unpaid debts, and damages for assault were brought to the courts and judges by black litigants. Often these cases were won by the black litigants.

Welch credits the language of storytelling with the success of the black litigants. Lacking training in legal language, the litigants were good storytellers and knew the white judges and juries could relate to the concept of property, damage of property and loss of property. Swaying a jury by focusing upon the damages the litigant suffered due to lost or damaged property was a concept judges and jurors of the time understood.

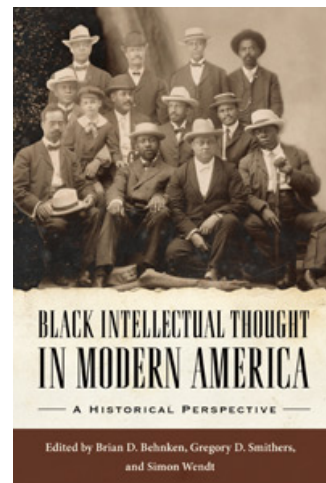
Welch uncovered in her extensive research over 1,000 court actions of free and enslaved black litigants who sought protection of their interests and redress of their damages. Welch’s research was conducted in courthouse basements, storage sheds, churches, and family histories.

Welch is an excellent storyteller and the research she provides is filled with stories of the cases she uncovered. There is very little “gloom and doom” in her stories. It is not painful to read but uplifting, highlighting the skill and ability of black litigants to express their rights to claim damages for the suffering they experienced.

This is an excellent book for academic and public libraries. I recommend it to be of particular interest to government, legal and archival societies.

Carol Walker Jordan, Ph.D. MLIS
Librarian and Research Consultant

Black Intellectual Thought In Modern America: A Historical Perspective. Edited by Brian D. Behnken, Gregory D. Smithers, and Simon Wendt. Jackson: University Press of Mississippi, 2017. ISBN 978-1-4968-1365-7. 240 p. \$65.00.



If you are a person who likes to read essays. This text brings focus and meaning to the major leaders of black

intellectual inquiry. Editors Behnken, Smithers, and Wendt provides them for you.

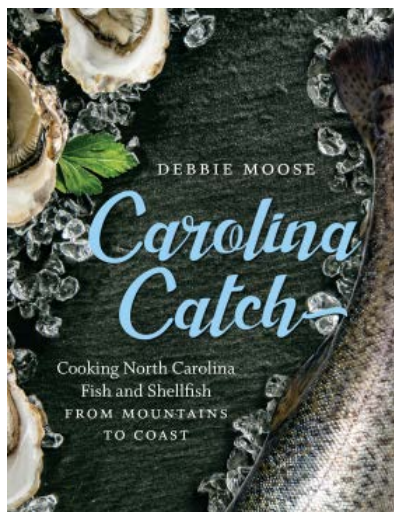
These essays cover thinkers and doers whose names are familiar and whose intellectual capacity demonstrated by their thoughts and actions significantly impacts American history: Stokely Carmichael, Shirley Chisholm, Angela Davis, Louis Farrakhan, Zora Neale Hurston, Alice Walker, Martin Luther King, Jr., Nelson Mandela, Barack Obama, Thomas Sowell, Condoleezza Rice, Oprah Winfrey, and Ben Carson.

While early black intellectual thinkers were wooed by white American historic thinkers, as time progressed more became interested in, studied and launched into theories and actions of their own design. These essays are examples of how those ventures into new intellectual thought among black scholars and black professionals matured their personal intellectual fervor.

This book is a good resource for academic libraries, public libraries and faculty who teach in Black and Women's Studies Programs.

Carol Walker Jordan, Ph.D., MLIS
Librarian and Research Consultant

Carolina Catch: Cooking North Carolina Fish and Shellfish from Mountains to Coast. Debbie Moose. Chapel Hill: University of North Carolina Press, 2018. ISBN: 978-1-4696-4050-1 (cloth: alk.paper); 978-1-4696-4051-8 (ebook) 185 p. \$35.00.



Carolina Catch: Cooking North Carolina Fish and Shellfish from Mountains to Coast is a fantastic recipe book filled with delicious sounding concoctions utilizing fish and shellfish of North Carolina. The contents include Introduction, Best Basics, Think Seasonal, Appetizers, Soups and Salads, Main Dishes, Sides, Sauces, and Sassy Goodies, Acknowledgements, Index, and Profiles. The Introduction is "Celebrate the Bounty from the State's

Waters, and Learn What You Can Do to Help Sustain It (Hint: Eat It!)." Best Basics is "How to Pick top-Quality Fish and Shellfish, and How to Treat it Right." Think Seasonal is "Find the Best Fish and Shellfish Year-Round." Profiles include Dewey Hemilright, Wanchese Educating, Advocating, Protecting, Atlantic Caviar and Sturgeon, Happy Valley Raising Carolina Caviar, Locals Seafood, Salty Catch, Walking Fish Getting the Catch to the People, Sunburst Trout Farms, Waynesville Seven Decades of a Fishy Family Business, Hardy Plyler, Ocracoke Island Saving the Community Fish House, and N.C. Catch Working for Watermen. North Carolina fish festivals are noted encompassing Swansboro Mullet Festival, Rainbow and Ramps Festival, and Spot Festival. Best Basics excellently discusses Selecting and Purchasing, Tools, Freezing, and Prep Time: Get the Catch Ready to Cook: Cleaning Soft-Shell Crabs, Deveining Shrimp, Filleting Whole, Raw, Small- to Medium-Size Fish, and Opening Oysters or Clams. Cooking: Get Great Results Every Time teaches Boiling Shrimp or Whole Hard Crab, Steaming Oysters, Steaming Clams, Steaming Fish, Broiling, Curing, Frying and Sautéing, Filleting Whole Cooked Fish, Grilling, Poaching, Roasting and Baking, Smoking, and Sous Vide.

Think Seasonal lists and describes Wild-Caught Fish adorning the enchanting enjoyable recipes comprising amberjack, bluefish, catfish, cobia, croaker, dogfish (also called cape shark), drum, flounder, grouper, grunt, jumping mullet (also called fat mullet or striped mullet), mullet roe, mackerel, Mahi, monkfish, perch, pompano, porgy, rosefish, sea bass, sea mullet, sea trout, shad, shad roe, sheep head, snapper, speckled, brown, and brook trout, spot, striped bass (also called rockfish), swordfish, tilefish, triggerfish, tuna, and yellowfin tuna. The wild-caught shellfish used in the recipes listed consist of clams, crab, oysters, shrimp, and soft-shell crab. Farmed Fish and Shellfish in the recipes are listed as catfish, clams, crawfish, oysters, rainbow trout, and sturgeon. The masterpiece on North Carolina fish and shellfish shares forty-seven delectable and mouthwatering main dish recipes, eighteen appetizer recipes, sixteen tasty soups and salads recipes, and fifteen lip-smacking sides, sauces, and sassy goodies recipes. The easy to understand recipes provide how many the recipe will feed and substitute fish to apply. Interesting and charming facts are added in before each recipe like spicy red cabbage slaw uniquely consists of sour cream not the conventional mayonnaise and add buttermilk or milk for a lavish flavorful chilled cucumber seafood soup. For the health conscious, olive oil and broth are included for an astonishing creamy buttery taste in Ricky Moore's Chowan County shellfish "muddle."

North Carolina restaurants noted are Sweet Potatoes Restaurant offering a Carolina catfish burger with creamy slaw recipe provided and Piedmont Restaurant in Durham highlighting Dean Neff's Baked Oysters with Shrimp recipe furnished. Two other North Carolina eating places mentioned are Asbury Restaurant in Charlotte presenting Asbury's warm kale salad with mountain trout recipe given and Magnolia of Chapel Hill including a fish recipe with mayonnaise such as crunchy baked trout with arugula salad

recipe supplied. Bistro by the Sea in Morehead City showcases chargrilled blackened cape shark fillet over pineapple salsa recipe furnished. Decorative colorful attention-grabbing pictures of the delicious succulent fish and shellfish eats grace the splendid cookbook.

Debbie Moose has a Bachelor of Arts in Journalism from University of North Carolina in Chapel Hill. Ms. Moose wrote *Buttermilk: A Savor the South Cookbook*, *Southern Holidays: A Savor the South Cookbook*, *Fan Fare: A Playbook of Great Recipes for Tailgating or Watching the Game at Home*, and *Potato Salad: 65 Recipes from Classic to Cool*. Debbie Moose composes for the *News & Observer* of Raleigh, NC and *West Virginia South*. The recommended audience is anyone seeking data on North Carolina fish and shellfish and anyone wanting to try luscious and tasty fish and shellfish recipes. The marvelous astounding fine cookbook is ideal for academic and public libraries.

Melinda F. Matthews
University of Louisiana at Monroe Library

In the House of the Serpent Handler: A Story of Faith and Fleeting Fame in the Age of Social Media. Julia C. Duin, Knoxville: The University of Tennessee Press, 2017. ISBN 978-1-6219-0375-8 (paper/PDF). \$24.95



Julia C. Duin grabbed my attention to her new book "In the House of the Serpent Handler: A Story of Faith and Fleeting Fame in the Age of Social Media". With serpent handling being a practice I had only heard mention in an anthropology class years ago and with the news media carrying stories of the effects of social media for good or ill in our society, I wondered how social media and serpent handling met in her mind and in her research.

What I learned was a great deal about serpent handling as a religious practice. Additionally I observed the ways in which Julia reached out to members of Facebook to collect data and to analyze what members practiced, said and recorded in their Facebook posts. It was quite interesting to observe how the use of Facebook broadened the membership of the practicing congregations and gave voice

to some persons who might have never written or spoken to an audience as wide as a single response contained in their posts.

Kudos to Julia for the book cover that sets a tone of the fear and bravery of those who participated and witnessed serpent handling ceremonies. Also the 50+ black and white illustrations give meaning to the reality of the ritual, the physical buildings and the faces of the men, women and children who were the practitioners of the faith.

I highly recommend Appendix One and Appendix Two: Research Methods, and Where to Find Serpent Handling Churches. As a reader you will be able to follow her research methods to learn how she prepared her research and successfully used social media (Facebook) to frame her study and gather her data. You will also want to get in your car, find a fellow researcher to accompany you, and visit some of the Serpent Handling Churches.

This book is recommended for public, academic and theological libraries. My congratulations to Julia Duin and the University of Tennessee Press.

QUESTION: Is snake handling in the Bible? My pastor told me God promised to protect Christians from such animals.

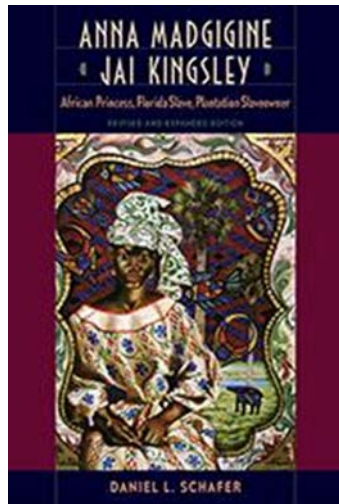
ANSWER: The modern version of snake (serpent) handling began as a religious ritual in the Appalachia region of the U.S. by George Hensley. He introduced the practice, based on a literal interpretation of Mark 16:17 - 18, to a Holiness movement church around 1910. Hensley became a credentialed minister of the church in 1915. After seven years of service, he left the denomination that credentialed him to form the first Pentecostal church to require ALL its members to be able to handle a snake as proof of their conversion.

Those who practice snake handling as a religious ritual believe Mark 16:18 should be interpreted literally. They view the verse as a promise from Jesus that serpents will not harm them (especially during the worship of God) because they are Christians. One of the main problems with this Biblical understanding is that the tragic history of using a poisonous snake as part of the worship of almighty God CONTRADICTS the validity of their interpretation.

Many believers have DIED while handling these venomous reptiles in a church meeting or service. George Hensley, the "father" of this practice, died from a poisonous snakebite in 1955. In 1998, an 'evangelist' who used serpents during services died from a timber rattlesnake bite. His wife had died from a bite three years earlier. In 2012, a pastor in the Pentecostal movement passed away after receiving a bite from a snake while leading an outdoor service.

Carol Walker Jordan, Ph.D., MLIS
Librarian and Research Consultant

Anna Madgigine Jai Kingsley: African Princess, Florida Slave, Plantation Slave-owner. Daniel L. Schafer. Gainesville: University of Florida Press, 2018. ISBN 978-0-8130-5653-1. 240 p. \$19.95.



As those who have submitted reviews to the University of Florida Press said, “A fascinating look at an extraordinary woman and the complexities of slavery beyond the common image of slavery in the South” (Book List), “An excellent biography....The book is also a chronicle of the transatlantic slave trade and its impact in both Africa and the New World, a history of slavery in Florida, a story of free blacks and a free black community and one part of the story of southern race relations prior to the Civil War”(Florida Historical Quarterly).

My reaction and reflection upon Dr. Schafer’s book centers upon his fascinating description of the slave traders between African and Caribbean countries and the provinces and shores of the American south (particularly the plantation owners who needed and bought and sold slaves to maintain strong and capable workforces). Vivid descriptions of how human beings were bought and sold, beaten and killed, drowned and taken miles from their homes in the holds of gruesome traders’ ships were recounted by Dr. Schafer.

In the book’s centerpiece is an amazing Cinderella story of a thirteen year old girl, Anna Madgigine Jai Kingsley. Anna survived a trip by boat from Senegal to the Florida shore, became the wife to slave owner/trader, Zephaniah Kingsley Jr, who bought her in Senegal, who fathered her children and gave her land and eventually set her above all his slaves to be their protector and manager.

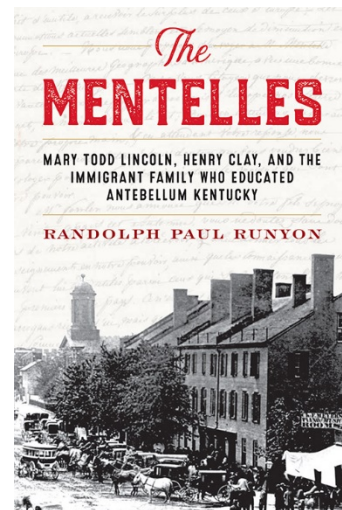
An excellent piece of research which Dr. Schafer claims covers great portions of his life’s work. It is truly a contribution that Florida can be delighted to add to its archives of women in Florida history.

The book has a rich set of Notes, a Bibliography of resources, and a good number of Illustrations to highlight

the historical sites and people of the times. Recommended for women’s studies scholars, academic libraries, and public libraries.

Carol Walker Jordan, Ph.D., MLIS
Librarian and Research Consultant

The Mentelles: Mary Todd Lincoln, Henry Clay, and the Immigrant Family Who Educated Antebellum Kentucky. Randolph Paul Runyon. Lexington: The University Press of Kentucky, 2018. ISBN 978-0-8131-7538-6 (cloth); 978-0-8131-7540-9 (epub); 978-0-8131-7539-3 (web pdf). 280 p. All eds. \$40.00.



Many thanks to Randolph Paul Runyon for his vivid and engaging research on the European family history and American experiences of the Mentelles! He gives us a poignant insight when he begins the Prologue (p. 224), “the French “emigrate reluctantly, and expatriate themselves less easily, probably, than any other Europeans. Following the stories of Charlotte and Waldemar Mentelles’ lives from France to the United States, one can see that they came with little riches (basically their fine educations) but with no financial means to jump into American society and rise. It was said that if they had been afforded riches, they might well have returned to France.

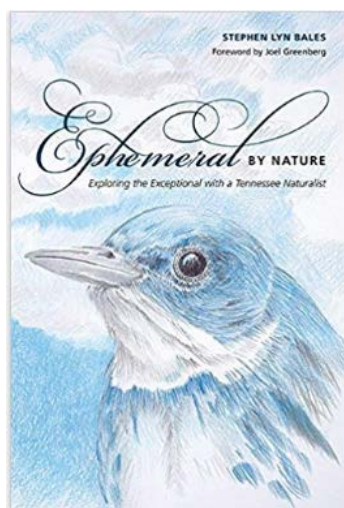
Neither of the Mentelles was trained in a specific trade or profession but relied upon their clever and steadfast determination to engage society and citizens whom they met and befriended to establish themselves and make a living. From New York to Ohio to Kentucky the Mentelles found ways to make friends, and finally establish themselves as active members of society in antebellum Kentucky. Through their talents in art, music, and social graces they survived the challenges of a Kentucky society that valued Christianity, traditional mores, and historically social conservative precedents.

The found correspondence revealed the Mentelles family life in France and their life in Kentucky is rich with emotion and purpose. Runyon helps us to see how a family learned to survive in a culture so different from their own. From the founding of a school to becoming valued citizens in Lexington, Kentucky, the Mentelles rose to being highly valued.

Highly recommended.

Carol Walker Jordan, Ph.D., MLIS
Librarian and Research Consultant

Ephemeral by Nature: Exploring the Exceptional with a Tennessee Naturalist. Stephen Lyn Bales. Knoxville: The University of Tennessee Press, 2017. ISBN 978-1-6219-0354-3 (pbk). 219 p. \$24.95.



Naturalist, artist and photographer, Stephen Lyn Bales, takes us on an exploratory ramble in this collection of essays highlighting 12 unique outdoor wonders. A senior naturalist at the Ijams Nature Center, in Knoxville, Tennessee, Bales draws on his field and research experience to relate the behavior and oddities of an array of plants, insects, fish, mammals and birds. Injecting a popular generality to his subjects, his use of anecdotes, timely quotes, and allusions to current events whets the appetite of readers to explore further.

Author of two previous natural histories - *Ghost Birds: Jim Tanner and the Quest for the Ivory-billed Woodpecker, 1935-1941* and *Natural Histories: Stories from the Tennessee Valley* - Bales focuses on natural phenomenon in East Tennessee. Using an informal, conversational writing style leavened with humor, he profiles these natural marvels and illustrates their beauty with pen and ink drawings.

Each essay probes the significance and peculiarities of his subjects, including plants such as the elusive wildflower, jack-in-the-pulpit, and the evanescent ghost plant, colloquially known as corpse or ice plant. The insects - the southern pine beetle and the monarch butterfly - are respectively acknowledged for their voraciousness and beauty. Lessons learned about the decimation of pine forests leading to land renewal and the decline of a butterfly species due to a common pesticide inform our understanding of a complex ecosystem.

Two aquatic creatures, the freshwater jellyfish and the lake sturgeon, are spotlighted; the first, for its virtual transparency, except when it “blooms” en masse and the other, imperiled, but reintroduced into the Tennessee River Basin thanks to the efforts of aquatic conservationists in the state. Serious birders, as well as amateur bird-watchers, will appreciate the enlightening essays on the short-eared owl, the cerulean warbler, the ruby-throated hummingbird, and the whooping crane.

In an intriguing essay on the Appalachian panda, Bales writes that there are no pandas currently living in the wild in the U.S., but a tooth discovered at the Gray Fossil Site in East Tennessee, dating from the late Miocene period, links it to the smaller red pandas of Asia. Though Bristol’s Appalachian Panda was larger with a broader diet, visitors to the Knoxville Zoo will note it’s lineage in the Red Panda Village, where they are conducting a successful breeding program for this near extinct species.

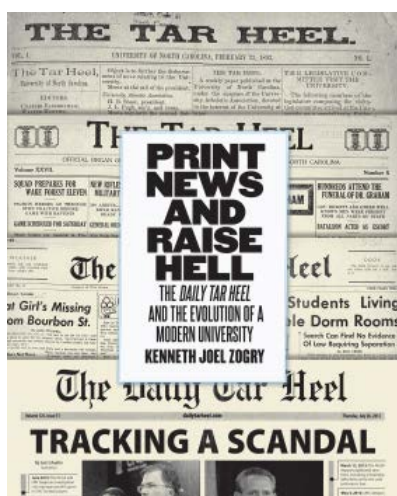
The other mammal profiled is the coy-wolf-dog, representing the emergence of a hybrid canid, the outcome of three separate species: western coyotes, eastern wolves and dogs. Bales’ description of how this transpired is writing about evolutionary history in the making and is absolutely riveting.

Observing that life itself is ephemeral, and as the dramatist, Eugene Ionesco, wrote, “only the ephemeral is of lasting value,” Bales encourages us to discover and appreciate the fleeting natural wonders all around us. His enthusiasm for his subjects and free-ranging forays into related topics such as climate change and preservation of species, make this a book to sample and dip into at leisure.

Recommended for both public and academic libraries.

Melanie J. Dunn
University of Tennessee at Chattanooga

Print News and Raise Hell: *The Daily Tar Heel* and the Evolution of a Modern University. Kenneth Joel Zogry, Chapel Hill, The University of North Carolina Press, 2018. ISBN: 978146960-829-7 (hardcover --\$39.95); 978146960-830-3 (Ebook --\$29.95). 360 p.



In an time when daily newspapers have an online presence and sometimes hourly updates, the book entitled *Print News and Raise Hell: The Daily Tar Heel and the Evolution of a Modern University* chronicles both the history and the inner workings of the college newspaper, which was primary source of news for the University of North Carolina at Chapel Hill for more than a century.

The book, written by historian Kenneth Joel Zogry, PhD, chronicles both the early days of the publication, from its first issue in February 1893 until 2011 (*The Daily Tar Heel* still publishes today.)

The Daily Tar Heel, as Zogry writes, had a “bold” mission to “contain a summary of all occurrences in the University and village of Chapel Hill.” Zogry also wrote that the publication was “primarily established” to cover sports at the University. Though space “will be assigned for the thorough discussion of...the University.”

Print News also elaborates on how both UNC’s daily newspaper thrived in a time when commercial radio wasn’t developed until the 1920s. *The Daily Tar Heel* not only covered university and town news. It occasionally covered national and international events, including wars. And though *The Daily Tar Heel* proclaimed that “freedom of press” was “ferociously guarded” by *Tar Heel* management and staff, politics and money sometimes intervened with those good intentions.

The Daily Tar Heel’s coverage of World War I—or the *Great War* as it was then known—initially was enthusiastically supported American military efforts. But once a significant number of college-age men chose to enlist and fight in the war rather than stay at UNC, the newspaper decided to emphasize the importance of

“maintaining high standards of education, even in wartime.”

The Daily Tar Heel also faced competition over the years. In 1894, the publication of the *White and Blue* began, as an anti-fraternity, pro-intellectual organization. The *White and Blue* asserted that its competition’s only purpose was the cover college sports. Zogry himself asserts that *The Daily Tar Heel* was the “campus cheerleader and promoter of all sports. The *White and Blue* ceased publication in 1913.

The author notes that *The Daily Tar Heel* includes many notable “alumni” who have gone on to make their mark in journalism or other endeavors.

And today, the publication itself distributes 10,000 free copies Monday, Wednesday and Friday— according to a recent glance at dailytarheel.com.

In *Print News and Raise Hell*, Zogry doesn’t just document the growing pains of a college newspaper. He documents the important work college-age students are doing--the professional work of student-journalists.

This book is recommended for both academic libraries and college-level journalism courses.

Peter R. Dean
Leland Speed Library/Mississippi College

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